



Coates Lane Primary School

Physical Education Policy

1. Intent

At Coates Lane Primary School, we aspire to embed Physical Education at the heart of our curriculum. Sedentary living patterns, unhealthy dietary habits and concerns about mental health and well-being are more prevalent in our society today, particularly in the North West of England, prompting the strong evidence that participating in regular, moderate-intensity physical activity provides a range of physical, intellectual and emotional benefits for everyone. Physical Education is the first and only place where they are taught safe, efficient and intelligent movement. Within our curriculum, pupils are taught both personal and physical knowledge in order to help them make informed decisions about how to live a healthy, active life. Engaging our pupils to participate in physical activity before, during and after school will enable them to gain a range of physical, social, emotional and intellectual benefits. In addition to our 2 hours of timetabled PE per week (180 minutes in EYFS), our extra-curricular experiences will provide additional time for high-quality instruction, practice and feedback to increase our pupils' competence and confidence in PE, physical activity and sport. It is imperative that our pupils are given opportunities to participate in a range of enjoyable physical activities from an early age so they are more likely to grow into physically active and healthy individuals throughout the rest of their lives. Our vision around teaching PE at Coates Lane is to provide a positive relationship with physical activity for life. Our lessons develop a love to be active in a fun and enjoyable environment, which is inclusive of age and ability, 'levelling the playing field for all', through progressive physical skills and multi-ability learning behaviours. We recognise the importance PE plays in the curriculum, behaviour for learning in the classroom and we are committed to providing all children with equal opportunities to engage fully in Physical Education. 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.

Physical education will develop the children's knowledge, skills and understanding so that they can perform with increasing competence and confidence in a range of physical activities and develop the ability to communicate the intrinsic and mental benefits through explicitly focusing on character values within units. These include dance, invasion games, net/wall games, gymnastics, high quality curriculum swimming, water safety and safe self-rescue, athletics and outdoor adventurous activities. Physical Education will promote an understanding in children of their bodies in action and character skills developed. It will involve thinking, selecting and applying skills and promoting positive attitudes towards a healthy lifestyle. Thus, it enables and empowers them to make informed choices about continuing physical activity throughout their lives; to maintain and improve their mental and physical health.

Objectives:

- PE will be at the heart of our curriculum
- Our curriculum is organised and matches the breadth and ambition of the national curriculum where the agreed body of knowledge that pupils should be taught in EYFS, KS1 & KS2 is achieved.
- Our curriculum will intentionally and incrementally build pupils' knowledge towards specific end points.
- Teachers will lead PE lessons
- Girls, Pupil Premium and SEND and their engagement within PE and Physical Activity will be profiled, monitored and promoted
- The school will ensure sustainable and maximum impact expenditure of each year's PE and Sport Premium allocation. Evaluation of impact and receipt of submitting expenditure to the DfE will be published on the school website.
- In line with DfE minimum requirements, children will participate in two separate hours of PE every week (two hours are separated to ensure PE is of high quality and high impact)
- Children will be able to communicate the difference between Physical Education and Physical Activity
- We will achieve 60 Active Minutes within the school day
- We will promote Active Travel to and from school (Wheelie Wednesday and WOW Travel Tracker)
- A continuity of equal experience throughout the school
- The systematic progression and acquisition of skill across all phases
- That the requirements of the EYFS Curriculum and National Curriculum programmes of study and their associated strands, level descriptions and attainment targets are given appropriate coverage
- That all children have access to a range of PE activities and resources
- Intra and Inter School league opportunities for all children
- National Height and Weight data will be used to inform provision for EYFS and Y6 children
- Physical Development EYFS data (Fine and Gross) will be used to inform provision and intervention within Year 1
- Cross curricular links are merged with physical activity where appropriate (learning in the outdoors & movement elements within the classroom)
- Children's experiences are monitored and evaluated through Sports Ambassadors, profiling and gathering of pupil voice
- Pupils will change into PE kit before and after lesson, within school
- Resources are used to their full extent and kept up to date and relevant to units
- Staff teaching confidence is audited
- Staff are upskilled through internal and external CPD when required

2. Implementation

Our PE curriculum provides an ambitious, progressive programme of fundamental movement skills through delivery of the Lancashire PE Scheme of Work and the Primary PE Passport. The skills and knowledge explored are progressed year upon year and sequenced appropriately to maximise learning for ALL children. The Lancashire SOW embeds and aligns to the Ofsted research review

which defines a good PE curriculum as having three pillars of progression: Motor Competence, Rules, Tactics and Strategies and Healthy Participation.

Pillar 1

- Real PE foundations, core real PE, real gym and real dance provide opportunities for physical actions to be modelled, practised and developed.
- The structured lesson plans allow time for children to reflect, review, refine, thus supporting them to 'get better' at PE.
- Through the fundamental movement skills, the children progress through a sequence of challenges that are explored through a thematic approach in EYFS and KS1 and a skills-based approach in KS2. The skills move from simple to complex and are developed through stories, competitions and games.
- Each skill has a clear personalised outcome, which is shared and agreed by every child.
- We strive to shift the responsibility from a teacher led activity or skill set, supporting our pupils to become more proactive. Developing a culture of independence with the ability to work safely when developing skills across agility, balance, co-ordination and fitness.

Pillar 2

- Children are explicitly taught age appropriate rules, strategies and tactics that align with movement, challenges and games they are working on. It enables them to have a clear mental model of how to improve and develop.

Pillar 3

- The structure and content of the Lancashire SOW/Primary PE Passport helps to develop a positive relationship with physical activity for life.
- We promote broader opportunities for our pupils to experience new and unfamiliar activities, which aim to develop further interests and encourage them their new interests to flourish in sports in which they show a particular flair.
- We further promote healthy, active children, developed through our after school clubs offer, through participation in inter and intra school sports. In addition to this, we use our outdoor learning environment during break and lunchtime to enhance children's physical activity and well-being in order to achieve the active 60 minutes initiative.

Teaching and Learning

Lancashire SOW/Primary PE Passport lessons embed the following elements:

- Purpose: lessons have a clear physical objective and character value which should be explained to the pupils at the beginning of the lesson and revisited at the end. Larger objectives have been broken down into sequences with clear outcomes. There is planned time for pupils to practise their gross motor skills which includes the careful breakdown of step-by-step actions involved in different movements such as methods of travel or rolling a ball efficiently. Pupils are not only asked questions to check their declarative knowledge as their procedural knowledge is also checked through physical demonstration.

- Progression: pupils' capabilities should be developed, with increasing demand made on the 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. Rationale for prioritising each physical activity, sport and determining when it occurs is based on what our pupils need to be taught so that they can develop competence over time.
- Pace: high levels of activity, avoiding lulls and sitting around, with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and their association with personal and mental health emphasised. Pupils are given enough time to build knowledge and develop proficiency before moving on to a new activity.
- Coherence: all teachers should reinforce previous understanding and establish links between cross-curriculum experiences (e.g. dance units linked to topics in History, Geography, PSHE and Science). Importance placed on knowledge pupils are expected to demonstrate and retain in PE.
- 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 enable pupils to be challenged appropriately and which ensures good progress for all ability groups.
- 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.
- Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Through timely teaching of knowledge and purposeful practice, teachers offer feedback to help them improve through modelling and dual coding strategies.
- Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use 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 (developing, achieving and exceeding).

3. Impact

Aims

- Maintain our Gold level in the School Games Mark by July 2026 – We are now eligible for the Platinum award.
- Pupils develop their physical potential through a variety of activities
- Equal opportunity provided for all pupils to reach that potential regardless of their race, gender, cultural background or physical ability
- Girls feel valued, targeted and heard within our PE and Physical Activity offer
- Pupils become more skilful in the ways they control their movements, develop co-ordination and communicate physical literacy
- Healthy habits are promoted which lead to a healthy and active lifestyle and promote physical well-being
- Pupils understand how the body responds to activity
- Pupils' confidence is developed in applying and adapting a range of skills in a variety of settings
- Contribution to pupils' social and emotional development, by developing their character strengths through the character values element within each PE unit

- Personal qualities developed such as commitment, fairness, tolerance and a concern for others
- Personal and social competence developed including a competitive spirit and the understanding of fair play
- Deliver all of the above through the EYFS, KS1 & KS2 PE Passport Scheme of Work (in line with National Curriculum) and the renewed Development Matters Framework for the EYFS
- EYFS children & Year 1 children – half termly continuous provision mapping for physical development completed between teacher and PE lead so progressive fine motor skills are planned for and identified pupils are signposted to tailored specialist intervention timetabled where required
- We offer a broad range of lunchtime and extra-curricular activities which contribute to pupils experience and enjoyment of physical activity
- Maintain good participation levels throughout the Pendle School Sport Partnership Inter-School competition offer
- Children entered into inter-school competition and participation events from all cohorts and barriers to learning i.e. Girls only, Mixed, SEND, Behaviour, Pupil Premium/FSM, Low ability and Low participation
- Delivery of high quality curriculum PE and teacher confidence by providing CPD opportunities to all teaching staff when required
- Primary PE Passport assessment framework embedded across the whole school for both staff and pupils to ensure our provision is triangulated
- Children will develop an understanding of how to evaluate their own success and succeed at a range of physical activities.
- Children will have confidence riding a bike independently and safely on roads
- Curriculum swimming and top-up sessions provided in order to achieve national requirements to swim at least 25 metres before the end of Year 6 and achieve the 9 areas of water safety and self-rescue.

4. Teaching and learning of Physical Education in EYFS

We encourage the physical development of our children in the reception class as an integral part of their learning. As this class is 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 (Development Matters & Birth to 5), which underpin the curriculum planning for children aged three to five years of age. We use the Birth to Five Matters document also in order to inform PE planning, continuous provision mapping and tailored specialist intervention to close gaps in the acquisition of the Fundamental Movements assessment. 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, fine and gross motor skills, both indoors and outdoors, using a wide range of resources to support specific skills (wall climbing, clamber stack, trim trail, forest, balance beams and hall Spectrum climbing frame). EYFS staff, through the use of PE Passport, are given clear examples of activities to support them in teaching the efficient development and refinement of FMS and key vocabulary. Our Reception children are provided with opportunities to be physically active and through Continuous Provision mapping, lower attaining children have opportunities to receive explicit modelling, feedback to improve and subsequent tailored specialist intervention if required.

This occurs through indoor and outdoor Continuous Provision and PE lessons. We give all children the opportunity to undertake activities that offer appropriate physical challenge, by using a wide range of resources to support specific fine motor, gross motor (including core strength, climbing, crawling, jumping, balance and co-ordination) and self-care life skills e.g. using the toilet and dressing.

In conjunction with the PE Passport curriculum and subsequent assessment, children undergo Motor Screening within the EYFS (AfPE programme) at our school.

*“The **afPE Early Years Motor Screening Programme** is a comprehensive initiative designed to measure and support the physical development of young children. It focuses on identifying children's motor competency challenges and providing targeted interventions to enhance their physical literacy skills. The program is based on the understanding that physical activity is essential for all areas of learning and development in the early years, including gross and fine motor skills. It aims to ensure that children are equipped with the foundational movement skills necessary for lifelong health and learning.”*

Discover the Need:

afPE's course* stems from the recognition that some children enter school facing motor competency challenges. Whether it's a lack of exposure to physical activity, excessive screen time, or posture issues from extended periods in prams or car seats, we've identified the key contributors.

Diagnostic Screening:

Our one-day course equips practitioners—teachers, Learning Support Assistants (LSA's), coaches, and teacher trainers—with the skills to conduct diagnostic screenings in schools.

Why Screen for Movements:

We screen for phonics and numeracy, but what about a child's ability to move effectively? Physical development is a crucial aspect, and our programme bridges this gap.

Timely Intervention:

The NHS waiting list for therapy services can be an agonising four years. We believe this is unacceptable. Our vision is to implement nationwide motor competency screening in schools, providing a diagnostic tool for early identification and intervention.

Comprehensive Training:

As a teacher, LSA, coach, or teacher trainer, you can be a change-maker! Sign up for our one-day certificated course jointly awarded by afPE and the Leadership Skills Foundation. For just £299, gain the expertise and resources to conduct effective screenings and implement tailored interventions in schools.



What does this course qualify me to do?

This course qualifies you to accurately assess children's motor competency using a baseline assessment tool. Furthermore, it enables you to run interventions for children to help them improve their motor competency and to help them suppress primitive reflexes which will improve coordination, balance, proprioception, agility. This will enable children to take part with greater confidence in physical education lessons and physical activity. Interventions take place within school - short 15 minute sessions throughout the week.

Prescriptive Interventions:

Following the screening, children receive targeted interventions within the school environment. This not only improves their movement skills but also positively influences self-perception and confidence, fostering greater engagement in physical activities and education.

5. Teaching and learning of Physical Education in 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 co-operative physical activities, in a range of increasingly

challenging situations. KS1 staff, through the use of PE Passport, are given clear examples of activities to support them in teaching the efficient development and refinement of FMS and key vocabulary. Year 1 Continuous provision mapping for physical development (fine and gross) is completed each half term and tailored specialist intervention timetabled where required.

Pupils should be 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

6. Teaching and learning of Physical Education in Key Stage 2

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.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, 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 [for example, through 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 performances with previous ones and demonstrate improvement to achieve their personal best

7. Assessment

The complete Primary PE Passport package includes all the following features:

- Whole School access to user friendly platform
- Over 1200 lesson plans with instructional diagrams and videos
- Simple formative and summative assessment options
- Evidence gathering and progress tracking through e-portfolio generation
- Pupil voice and self-assessment tool
- Comprehensive reporting and analysis of data
- Extra-curricular registers and recording
- Personal Challenges and activity progress tracker
- Competitions and event calendar

- Subject Leader toolbox with over 50 helpful documents to help you coordinate PE in school
- 80 Lively Literacy and Moving Maths cross curricular resources
- Video support library with over 500 videos

Knowledge to be taught and what pupils need to know and do next is precisely identified. A range of appropriate approaches check what pupils know and can do. Misconceptions are identified and addressed before they become embedded. Formative assessment occurs on a lesson-by-lesson basis by assessing against the lesson objectives and outcomes. These are recorded and evidenced by video against the criteria outlined with the lesson. Pupil voice is also gathered to evidence our pupils' developing ability to communicate their understanding and application of character values met within the unit.

Assessment of the Fundamental Skills allows us to monitor each child's attainment against age related expectation and consider if our practices are maximising their ability to progress. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take different or additional action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

When progress falls significantly below the expected range, the child may have special educational needs. If the child has not already been acknowledged by the SENDco or other specialist (Occupational Therapy or Physiotherapist), it is our duty as teachers to draw attention to the child's difficulties, seek and embed specialist support and intervention provided through reports.

School Swimming:

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

In line with Swim England and National Curriculum, in particular, 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 self-rescue and water safety across Swim England's Supplementary Framework which includes 9 areas in different water-based situations

PE curriculum swimming lessons take place at West Craven Swimming baths where teachers are supported by Pendle Leisure Trust. Lessons take place throughout the autumn term and spring 1 half term (17 weeks) with Years 4, 5 and 6 from Key Stage 2 attending during different half terms. Each lesson will be 60 minutes in the water. Teachers and TAs support and lead groups of children in the lesson where confidence and upskilling is achieved through CPD arranged by the subject leader (when required). Year 6 intervention swimming is provided through Sport Premium top-up funding to boost the attainment in National Curriculum and Swim England requirements, where necessary. We will however always remain fully transparent when reporting the % of children who have attained national requirement when leaving Year 6.

8. Equal Opportunities including SEND

Lessons provide good quality experiences that are suitably challenging for all pupils. Pupils undertake different activities, but all pupils are given the same opportunity to achieve the aims through an appropriate range of activities. For pupils with limited gross motor skills, the integrity of activities is maintained and expectations take into account the individual needs of pupils.

By paying into the Pendle SSP, our school develops engagement in inclusive sport by entering inter-school competition and participation events where pupils with SEN or additional needs have the opportunity to access and compete in inclusive sports events alongside other children with similar needs from other schools. Events scheduled are: Kurling, Indoor Athletics & Multiskills. A Sports coach is available for mentoring teachers (signposted following teacher confidence audits) and specialist intervention (in response to therapy interventions received from Paediatricians) within/following PE lessons or external coaches within our after school club offer.

In order to ensure equality of opportunity, all activities will be planned to:

- Support SEND pupils to develop high-quality movement patterns before moving on to be taught more complex knowledge.
- Misconceptions are identified and addressed before they become embedded.
- Staff are provided with the subject knowledge and pedagogical content knowledge to teach FMS effectively in order to help all pupils with SEND achieve ambitious curricular goals.
- Ensure that boys and girls are able to participate in the same curriculum
- Take account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes
- Avoid gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment
- Take account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences
- Enable the fullest possible participation of pupils with disabilities, SEND, behavioural barriers to learning or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations.

9. Role of the subject leader

The role of the subject leader is to provide professional leadership in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils. 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 and class teachers. 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 will regularly share monitoring information and impact of Sport Premium spending with the Headteacher and link PE Governor. Information to support this summary report can be gleaned through lesson observations, staff audits, pupil voice activities, physical activity engagement, behaviour at break and lunchtimes, specific cohort profiling, Playground Leader and Sport Ambassadors influence on peers and use of the School Games Review Tools. Children from each cohort are consulted on a regular basis, along with the Sports Ambassadors, to gauge the popularity of PE and their opinions on current provision in school, especially girls' and SEND provision. These meetings are crucial to advise the subject leader, when it comes to planning resources replenishment, the curriculum, extra-curricular and after school club offer.

The PE coordinator will be responsible for:

- Managing and reporting the sustainable impact from expenditure of the PE and Sports Premium Grant Funding
- Updating PE and Sport Premium page on school website to provide all school stakeholders with a wealth of information
- Raising standards in PE by embedding at the heart of our curriculum
- Gathering and utilising Physical Development EYFS data and national height and weight measures to inform adaptations to provision and tailored intervention
- Managing appropriate and effective CPD for staff in response to teacher confidence audits
- Auditing, organising resources and replenishing where necessary
- Inclusivity of extra- curricular sport clubs and physical activity offer
- PE Passport – monitor the video evidence, participation in extra-curricular offer and use data to inform further gathering of pupil voice, reporting to governors and adaptations to provision
- Entering, selecting and accompanying teams in inter-school competition and participation events
- Maintaining GOLD level in the School Games Mark
- Efficient and effective deployment of specialist coaches, staff and resources.
- Monitoring pupil progress
- PE Lesson learning walks
- Monitoring pupil progression and signposting tailored intervention across the school
- Monitoring the learning environment and update risk assessments
- Attend PE Pendle Leisure Trust Network Meetings (Termly)
- Liaise with the Swimming Coordinator for the Pendle Leisure Trust to coordinate staff and pupils during allocated swimming weeks (Sept.-Feb)
- Facilitate and monitor Active Travel initiatives
- Ensuring staff attending sports events are in the appropriate ratio to pupils (age and ability)
- Develop Sports Ambassadors and establish their clear roles across school

In monitoring of the quality of PE teaching and learning the PE coordinator will:

- Observe and ensure high quality PE is being delivered in line with the Lancashire Scheme of Work to ensure full coverage of the PE curriculum requirements
- Analyse children's videos/evidence of progression using PE Passport dashboard
- Hold discussions with teachers in order to disseminate key takeaways and messages around high-quality teaching gathered from subject leader CPD (networks and courses)
- Interview and question children to gather pupil voice
- Meet with and delegate tasks to the Sports Ambassadors and Playground Leaders
- Profiling key cohorts each half term

10. Promoting writing within Physical Education

Across the curriculum, behaviour for learning and academic progress are improved when PE is at the heart of the curriculum. Scientific evidence proves that physical activity leads to improved core and upper body strength which incurs improved sustained attention and stamina when working in the classroom. PE contributes to the teaching of English in our school by allowing children to acquire technical vocabulary used in the development of character skills and to describe how their bodies feel when exercising or have learnt from the lesson. PE encourages them to evaluate their own and others

performance. Poetry can be an inspiration for dance and the motion/emotion connected with sport can improve creative writing. Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

11. SMSC and enrichment within Physical Education

At Coates Lane, all stakeholders within our school community involved in the school physical education programme are encouraged to establish closer cooperative links with sport, recreation and community organisations by:

- Liaising with community groups and encouraging the use of school facilities, both during and outside of school hours;
- Integrating our physical education and sport programme with those of local sport and recreation events, fixtures or organisations.

Intra-school activities may be house-based lunchtime or sport afternoon competitions. It is encouraged that staff and community members be involved in these events. We aim to link events with national and international competitions, World Cup Football, Six Nations Rugby, Tour de France and the Olympics.

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to interact with each other in lessons. Mixed groupings allow children to work together and give them the chance to discuss their ideas and performance. Performing in the same space enables children to develop a respect for one another's ability level, and encourages them to co-operate across a range of activities and experiences. Children learn respect and how to work together, developing a better understanding of themselves and of each other. At Coates Lane, we actively promote and support British Values through our PE teaching which include focusing on: Democracy; Rules of Law; Liberty; Respect; and Tolerance.

12. Health and Safety - Safe Practice in PE

The general teaching requirement for health and safety applies in this subject. The AfPE Safe Practice reference and development handbook can be obtained from the subject leader, if needed for guidance. 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. Staff are aware of pupils who have special needs with regards to physical activity and make inclusive adjustments for needs where appropriate e.g. physical disability, asthma. Staff know about the safe practices involved in moving and using apparatus and appropriate matting. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of earring studs is not possible, a letter to parents will be sent and signed in agreement to a 6 week care plan where the child's ears are to be securely taped at home or by the child if the parent/carer gives permission. Children must wear an appropriate school PE kit. 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. 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. Risk Assessments are in place for all school sporting trips however are not required to be logged on EVOLVE as they are not classed as Educational Off-Site visits (unless risk is higher i.e. climbing, golf or archery). The PE subject leader is also the school EVC.

13. Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the hall cupboard and larger equipment kits in the garage. These stores are accessible to children only under adult supervision. The hall contains a range of larger apparatus, and we expect the children to help set up and put away this equipment, under adult-led supervision, as part of their lesson (Gymnastics tumbling mats, individual mats, benches, nesting tables and Spectrum indoor hall climbing frame. By so doing, the children learn to handle equipment safely.

14. Outdoor learning within Physical Education

At Coates Lane, we utilise the outdoor learning areas for almost all Physical Education units (playground and school field), except for Gymnastics and Dance which takes place in the school hall. Our children are encouraged to embrace physical activity (playtimes, cross curricular learning & Forest School) and Physical Education within the outdoor provision, in all weathers where it is deemed safe to do so. We aspire to develop lifelong learners who value and recognise the physical and mental health benefits of being active in changing environments so encourage participation in the outdoors. Our half termly after school club offer ensures that a balanced amount of sport takes place across the hall and outdoor provision.

Date of policy review: September 2026

Date to be reviewed: September 2027