

Physical Education Policy

Policy Statement

The academy believes physical education, delivered in a safe and supportive environment, is essential for pupils' physical development and well-being. A broad and balanced curriculum builds self-confidence and helps pupils manage their bodies in varied movement situations. Progressive objectives and varied teaching approaches aim to provide stimulating, enjoyable, and appropriately challenging experiences for all, ensuring success and motivation regardless of ability.

Our approach prioritises inclusion for all pupils, ensuring everyone develops a healthy, lifelong love of physical activity. At the same time, we provide additional opportunities for pupils with particular sporting talent to further their potential and excel.

PE promotes TEAMWORK through individual, paired, and group activities in cooperative, collaborative, and competitive contexts. These experiences develop movement skills, creativity, and problem-solving while fostering respect and support for others, irrespective of age, gender, or background. Pupils learn the value of a healthy lifestyle and understand factors affecting health and fitness, encouraging lifelong well-being.

CURRICULAR AIMS:

The purpose of study and the aims of the national curriculum for physical education (2014) state:

Purpose of study: *A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.*

National Curriculum Aims

The national curriculum for physical education aims to ensure that 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.

North Wootton Academy Aims:

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To improve observation skills, the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.
- To develop an understanding of the effects of exercise on the body, an appreciation of the value of safe exercising, as well as the need to sustain this throughout life.

- To develop the ability to work independently and communicate with and respond positively towards others whilst making a positive contribution to their own and others learning.
- To promote an understanding of safe practice, and develop a sense of fair play, responsibility towards their own and others' safety, respect and well-being.

PE and Sports Funding

The school receives PE and sport premium funding yearly. The school will use this funding to meet the following requirements, reporting back annually on the impact of its plans to:

- *Meet national requirements for swimming and **water safety***
- *KI 1 - The engagement of **all** pupils in regular physical activity (60 minutes a day)*
- *KI 2 - The raising of the profile of PE and sport across the school*
- *KI 3 - The increased confidence, knowledge and skills of **all** staff teaching PE*
- *KI 4 - The broader range/experiences of sports and activities offered to **all***
- *KI 5 - The increased participation in competitive sport*

Entitlement

The academy aims to provide all pupils with the full entitlement of two hours high quality Physical Education a week. This is delivered through two lessons of 1 hour duration. Units of work are blocked so that for a set period of time all the lessons are on the same area of activity e.g. Seven weeks on gymnastics. (This is now recognised as the most effective way of promoting learning in PE)

- **Foundation Stage:** x1 session a week which is approximately an hour in duration is aimed at achieving the Early Learning Goal in Physical Development. In addition to this, children have daily access to the outdoor area where they can explore and use the large physical play equipment to develop their gross motor skills.
- **Year 1/2:** (x 2 lessons - 1 hour duration each lesson).
- **Year 3/4:** (x 2 lessons – 1 hour duration each lesson).
- **Year 5/6:** (x 2 lessons – 1 hour duration each lesson).

As there are three classes engaged in PE at one time, each unit has to be carefully planned so that both halls can be used effectively. During inclement weather, alternative arrangements will be made for the class/classes that would have been outside.

Lessons are enriched by planned access to lunch time and after-school clubs to allow the pupils to extend their learning and develop towards excelling in sport. This is further enhanced by links to outside sports clubs wherever possible.

Swimming

Within Years 3-5, we do allocate this two-hour session to the teaching of swimming and water safety. As this involves travel and changing, this does reduce the total amount of physical activity for this 7-10 week period. In addition, to these universal sessions, we also run an additional 5 sessions in the summer term targeted at children in Year 4-6 who are struggling to achieve the statutory minimum levels.

Curriculum Planning

The PE curriculum at North Wootton Academy has been planned in accordance with the progressive scheme or work from GetSet4PE to ensure a broad, balanced and comprehensive experience accessible for all children. In addition, we integrate lessons from Commando Joe's resilience and teamwork programme

Whilst these schemes act as the base for our lessons, PE staff use their expertise to make these lessons suitable, effective and above all to ensure that children achieve the objective in a fun inspiring way.

At key stage 2, swimming is taught by the two swimming instructors with support from the staff. Information on progress, assessment of attainment is provided by this person.

Teaching and Learning

The school has three dedicated staff for the teaching of PE which supports the development of consistent approach to teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively.

Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.

Monitoring

The PE Subject Leader will conduct learning both formally and informally, throughout the year. Using the subject specific exemplification material from Ofsted or other agreed criteria, they will look at what they observe and compare that with the exemplification material to ensure standards of teaching and learning and pupil achievement are high. In addition, the peer observations are planned between PE staff to ensure that there is a high level of consistency within school practice.

Differentiation

Physical education in the academy will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges.
- Respond to pupils' diverse learning needs.
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils.

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Some pupils may need specialist equipment and approaches or alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware

of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

Equal Opportunities, Inclusion and Additional Opportunities

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils. The academy will take care to ensure potential barriers to any group, such as gender stereotypes will be removed.

All pupils in the academy have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

PE sessions can often be a challenging environment for some pupils with additional needs potentially due to their physical restrictions or difficulty working cooperatively within a fast-paced, rule-based environment. Therefore, we provide additional bespoke PE sessions in a 1-1 to 1-3 setting that aims to build confidence and physical skills within selected pupils who are not seen to be getting the most out of their general sessions.

Assessment, Recording and Reporting

Pupils work will be assessed throughout each unit of work using formative and summative assessment methods. Assessments conducted by the PE teachers/Coaches/Swimming coaches must be collected each term/unit of teaching through the use of in-house assessment sheets. Photographic and video evidence can also be uploaded to files on onedrive. This data will be used to track pupils' progress throughout the school year.

This attainment information collected by PE teachers and coaches is required by the subject leader to inform the academy's self-evaluation process and progress reporting as well as allowing an overview of all progress made within that academic year. This also ensures a comparison can be made with national expectations. This information is reported within annual school reports to parents and carers.

In addition, the school completes an 'active' survey each year to try and identify key pupils who are not engaging within an active lifestyle. These pupils become the focus of an action plan for the following year. In addition, the school's PE lead is on lunch duty every day with the ks2 pupils to further identify those who may need more support towards an active lifestyle.

Equipment and Resources

Resources are kept in the store cupboard in the hall and locked sheds outside. Resources should be counted out and counted in, returned in good condition and working order. The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE Coordinator as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

Safe Practice

All teachers and coaches must be aware of the health and safety arrangements for the activities they teach. The academy follows the *Safe Practice in Physical Education, School Sport and Physical Activity 2025* guidance from AfPE and Norfolk County Council.

Staff delivering PE, school sport and physical activity are responsible for providing a safe learning environment and minimising the risk of harm. By following health and safety guidance, staff meet their duty of care through a *Teaching Safely and Teaching Safety* approach, ensuring both safe practice and the teaching of safety within lessons.

Out of School Learning Hours (OSLH) and Competitions

The academy offers a ***wide range of after school activities and competitions***. These are open to any pupil in the relevant year group. PE and sport premium funding is used to increase the range of opportunities available to pupils and in combination with Pupil Premium and SEN Funding to ensure any barriers to engagement / participation are removed. The PE subject leader will monitor uptake and report back via the PE and sport premium reporting template.

In line with current Government drives, the academy will strive to offer an additional two to three hours a week OSLH opportunities in sport above and beyond the two hours a week curricular entitlement. This includes weekly and termly house competitions.

Foul Weather

In the event of weather conditions making it unsuitable to participate in the lesson planned, alternative arrangements should be made. As a general rule, PE will take place in school when the weather is below 3 degrees or too wet to be deemed safe. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

PE Kit for Staff and Pupils

Children will come to school wearing their PE kit on their PE day. The PE Kit consists of;

- School T-shirt
- Shorts
- School Hoodie (mandatory during winter months)
- Jogging Bottoms (recommended during winter months)
- Trainers (preferably leather rather than netting in the winter months)
- Spare socks (especially during winter months)

Pupils may also wish to bring different items in to suit the weather for the time of year they are outside, e.g. skins, hats and gloves during the winter or sun cream and sun hats during the summer.

For safety reasons;

- earrings **MUST** be removed or taped
- watches **MUST** be removed
- long hair **MUST** be tied back

Teachers and coaches must ensure all the above have taken place before the PE lesson begins.

The Teachers and coaches at North Wootton Academy lead by example, therefore they will also be expected to wear the appropriate clothing to deliver a PE lesson, this will include shorts or jogging bottoms, school t-shirt (where applicable) an appropriate hoodie and trainers.

Relationships Education, Relationships, Sex Education (SRE) and Health Education

The new curriculum will be mandatory from September 2020.

In terms of Health Education the government states that by the end of Primary School:

Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none">• the characteristics and mental and physical benefits of an active lifestyle.• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.• the risks associated with an inactive lifestyle (including obesity).• how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none">• what constitutes a healthy diet (including understanding calories and other nutritional content).• the principles of planning and preparing a range of healthy meals.• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

This ties in with the PE curriculum intent for children at North Wootton Academy.

Policy update: Jan 2026

Policy agreed by Staff:

date:

Governors:

date:

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