

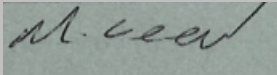


*‘Be the best you can be; together we grow from acorns  
to oaks, flourishing in God’s love’*

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

# PE & SPORT POLICY

|                               |                         |                                                     |
|-------------------------------|-------------------------|-----------------------------------------------------|
| <b>Policy Lead Committee:</b> | Local Academy Committee | <b>In consultation with:</b> Senior Leadership Team |
|-------------------------------|-------------------------|-----------------------------------------------------|

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|---------------------|-------------------------------------------------------------------------------------|-----------------------------------------|
| <b>Approved by:</b> |  | <b>Date:</b> 15 <sup>th</sup> July 2025 |
|                     | M. Creed, Chair of Committee                                                        |                                         |

|                                        |                                        |
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**Review Frequency:** 2 Years



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## 1. Introduction

Within the Severn Federation Academy Trust, Physical Education forms an important part of the education of each of our pupils. We aim to promote an active, healthy and enjoyable lifestyle and encourage our pupils to have the motivation, confidence, physical and social competence, knowledge and understanding to maintain physical activity throughout life.

PE is about introducing children to the world of sport which, combined with an enjoyment of exercise, will hopefully provide the foundations for a healthy, active lifestyle.

Teaching staff refers to the member of staff planning and leading PE lessons and can include teachers, members of staff and external sports provision.

We value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

Our Christian Vision, 'Be the best you can be; together we grow, from acorns to oaks, flourishing in God's love.' is taken from Isaiah 61:3 – Oaks of Righteousness. "They will be called oaks of righteousness, a planting of the Lord for the display of his splendour."

This is a prophecy that looks at all sorts of people from all sorts of backgrounds. We have a real desire and belief that all children from all backgrounds will become magnificent people, making a difference in the world. We have designed our curriculum to be inclusive, inspiring and nurturing with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We encourage children to appreciate their environment and to develop an understanding of their impact upon the local community and the wider world.

At Bream Church of England Primary School, our vision puts the children at the centre of all we do. Our understanding of the individual child underpins their learning journey. We have high aspirations for every child and we want to help them to be caring, confident and curious young people, with a passion for learning and the ability to achieve their potential.

Our school curriculum is underpinned by the Christian Values that we hold dear at our school. These are forgiveness, truthfulness, friendship, respect, courage and trust. They help us to support the pupils social, spiritual, emotional and cultural development. Our aim is to ensure that pupils are prepared for, and have an appreciation of Life in Modern Britain through introducing and discussing British Values:

- Mutual Respect and the Tolerance of those with different faiths and Beliefs.
- Democracy.
- Rule of Law.
- Individual Liberty.



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## 2. Aims

The Aims of Physical Education at Bream Church of England School are:

- To promote positive attitudes towards physical activity.
- To develop social co-operation and positive attitudes towards others and to compete with a sense of fair play.
- To promote physical activity, physical skills development and a healthy lifestyle.
- To show an awareness, knowledge and understanding of safety when participating in physical activity.
- To encourage lifelong involvement in physical activity.
- To develop fair play through cooperation, collaboration and competition and manage to varying degrees of success in competitive and cooperative situations and retain a proper sense of perspective in competition.
- To always try to achieve personal best.
- To have age appropriate activities.
- To understand the need for rules in games.
- To provide equal opportunities for all children regardless of their race, gender, background or ability, thus providing a programme of study that is inclusive.
- To provide equal opportunities for all children to achieve their full potential, through curricular and extra-curricular sessions.

## 3. Curriculum

We believe that all children, irrespective of their level of physical ability, have the right to reach their full potential in PE and achieve enjoyment and success at their own level. All children will be encouraged to develop:

- control, co-ordination and mobility.
- skill and confidence in a range of physical activities and sports.
- an awareness of physical capabilities of the body.
- co-operation and team work skills.

The Physical Education curriculum and scheme of work developed at the school covers all areas of activity outlined as statutory in the PE National Curriculum 2014. All children from Reception to Year 6 will receive between one and two hours of PE per week depending upon whether they are swimming within that term.



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#### **4. Planning and Progression**

Each year the children will follow the schools agreed Physical Education Scheme of Work. For this we use *Complete PE* at Bream Church of England school. Complete PE is an interactive resource designed to support schools in delivering high-quality Physical Education. It provides a progressive scheme of work aligned with the National Curriculum, covering all areas from early years to Key Stage 2. The platform includes detailed lesson plans, over 8,000 interactive videos, and adaptive tools to cater to diverse learning needs.

Teachers can also access assessment tools, curriculum mapping features, and ongoing professional development resources to enhance their confidence and effectiveness in teaching PE. The medium-term planning documents will indicate the activities that children will be involved in during the half-term. Teaching staff will write and then amend the short-term planning for pupils, based on their knowledge of the children's ability and previous learning. Books and other teaching resources are kept by the PE Co-ordinator and should be utilised when planning a PE unit to ensure a balanced and appropriate unit of activity is delivered. We have adopted the Rosenshine's Principles in Action as our pedagogy for teaching and learning. Through this approach, we use explicit teaching, teacher modelling, guided practice and independent practice.

- When delivering PE lessons, teaching staff should ensure:
- Lessons are well structured and include a warm up, technical development, consolidation of skills and concluding activity (including appropriate cool down).
- Demonstrations and explanations are provided in a form that accommodates all learning styles.
- Learning objectives and outcomes are shared with the children.

#### **5. Assessment**

Assessment in PE is ongoing and formative. Children will receive feedback and support during the lessons. Assessment in P.E should provide opportunities for pupils to assess their own performance through talk and observation of peers. They should be encouraged to recognise ways of improving skills and make positive comments on their own and the work of peers. Children's effort and attainment levels within PE are provided to the reporting teacher, to be included within reports to be shared with parents.

#### **6. Special Needs and More Able & Talented (MAT)**

Wherever practical, provision will be made for children with special educational needs where it affects their performance in PE. If a lesson or scheme of work needs to be adapted then the teaching staff in charge will do this in consultation with the PE Coordinator and SENCO (if applicable).



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Children who demonstrate advanced skills during PE lessons are, where possible, signposted towards external coaching support through local clubs and coaches. Their names will be placed on the school's MAT register.

## **7. Swimming**

In accordance with the National Curriculum, children are required to be able to 'swim competently, confidently and proficiently over a distance of at least 25 metres'. This is achieved through lessons in Key Stage Two year groups and takes place at the swimming pool at Freedom Leisure in Lydney. Swimming lessons are always taught by 1 or 2 specialist swimming teachers (depending on class size) along with the class teacher.

Children participate in swimming during their time in Years 3, 4, 5 and 6. Children who are unable to swim 25 metres by the end of the Year 6 lessons, are invited to take part in extra swimming lessons.

## **8. Non-Participation in PE Lessons**

Children should only miss PE lessons on health grounds if this is requested by their parents or guardian either by direct contact with the school or in a note to the teacher. Children who persistently forget their PE kit will be reminded of the importance of PE and, if necessary, a letter will be sent to their parents asking for their co-operation. Spare clothing is available at school.

Children in Key Stage 2 who are unable to participate in lessons should complete a Non-Participants Observation Sheet while observing the PE lesson. ([Appendix 1](#))

## **9. Clothing, Footwear and Personal Effects**

### **9.1 Pupils**

It is expected that children will wear the school PE kit during lessons and this kit should be kept in school throughout the term and be available to be worn on any day during the school week. This includes:

- White t-shirt
- Black shorts or leggings
- Black plimsolls or trainers. (The pupils will work with bare feet during gymnastics and may also do so in dance depending on the type of movements being taught.)
- Tights must not be worn and children should have socks in school for use during PE if tights are worn.



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- In outdoor P.E lessons, when it is cold, black tracksuits may be worn. Teacher to inform parents on termly information letter if they are likely to need outdoor clothing and on which day.
- No hats (unless in warm weather), gloves or scarves.
- Hair of shoulder length or longer should be tied back and hairbands should be kept with their PE kit.

All children will be required to remove any personal effects, such as earrings, watches and jewellery. Children unable to remove earrings should have a written request from the parents explaining this and they will be required to make them safe by taping, front and back. Tape should be supplied by the parents/guardians for this. If staff consider the taping to be unsatisfactory (not safe enough to prevent a stud penetrating the head), they will need to consider alternative involvement in the lesson for this student.

PE Kits to be sent home at the end of each half term for washing. Should any child consistently not have their PE kit in school, the teaching staff should send home a PE clothing reminder letter to the parents /guardians (Appendix 2). Text reminders should be sent home should the child continue to not have their full PE kit in school.

## **9.2 Staff**

Staff are allowed to come to school in appropriate clothing or change at school for when teaching PE. This helps to model appropriate behaviour. Should this not be practical, a change of footwear should be undertaken.

## **9.3 Religious Artefacts and Clothing**

Any clothing worn to comply with a faith commitment should be appropriate to the PE activity. Clothing should be comfortable and allow for freedom of movement, while not being so loose as to become a hazard. A tracksuit is perfectly acceptable clothing for Muslim pupils and is not seen as offending the principles enshrined in Haya relating to modesty and decency.

Headscarves (such as the hijab), where worn, should be tight, secured in a safe manner, particularly at the side of the face, and unlikely to obscure vision or catch on anything that may put the wearer at risk. Pupils can also consider obtaining a sports version of the hijab, for improved suitability. These are available from high street stores and on the Internet.

In swimming lessons, unacceptable exposure of the body should be managed through adjustments in swimming attire to accommodate religious and cultural sensitivities while not compromising the safety of the pupils concerned.

Any religious artefacts should be removed or made safe. Where removal is expressly forbidden (e.g. the Sikh bangle, the Kara), and the article cannot be made acceptably safe by taping, padding or covering, the activity and involvement of the wearer must be suitably modified to mitigate undue risk.



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## **10. Use and Storage of Apparatus and Equipment**

Large apparatus is stored in the hall and children from Key Stage 1 can be taught how to move and lift the apparatus safely. Staff should use their professional judgement and understanding of their children as to when they begin to teach them how to move/carry equipment and the number of children required in doing this.

Teaching staff are responsible for checking all equipment before use and should there be any faults, this should be reported directly to the school office or PE Coordinator.

Staff should check that all large equipment has been stored and secured safely after each PE lesson.

Games equipment is stored in the P.E cupboard/shed and it is the responsibility of the teaching staff to ensure that all equipment is put away in its allocated place after each PE lesson. It is not the responsibility of the children.

## **11. New Members of Staff**

Any new members of staff, including ECTs (Early Career Teachers), will be shown how to use, move and store all apparatus by the PE Co-ordinator. When teaching PE lessons in the hall, supply teachers should not be using any large apparatus for health and safety reasons, unless given permission by a member of SLT or the PE Co-ordinator. ECTs teaching pupils need to be with a teaching member of staff during a P.E lesson. They should not be left alone with children during any PE lessons.

## **12. Extra-Curricular Activities**

We are committed to recognising the importance of physical activity of children outside the curriculum. We believe that links with local sporting clubs and organisations and the provision of extracurricular activities organised by the school is a positive experience. A range of clubs throughout the year provide an opportunity for children in both Key Stages to participate in physical activity to further promote an awareness of the value of physical activity, outside of school hours. These after school clubs are often linked to forthcoming competitions in Key Stage 2.

Pupils in Key Stage 2 are given regular opportunities to represent their individual Primary Schools in various sporting events in the local community and are provided with opportunities for skill development sessions run by local sporting clubs. We also have links to various inter and intra school clubs that operate after school hours. Pupils are encouraged to participate in these clubs where possible, to further promote an awareness of the value of physical activity.



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### 13. Health & Safety

*These Health & Safety points are in addition to the following school policies which should be read in conjunction with this policy : Health & Safety, Supporting Children with Medical Conditions, Safeguarding, Child Protection and Behaviour.*

Physical Education is by its very nature a challenge to growing children. Pupils will be placed in situations where risk of an accident or injury is ever present. Therefore, it is important for teachers to be aware of the importance of safety and to plan it in their work so as to minimise the risk of accidents to both pupils and teachers. 'Forethought' should be at the heart of all PE lessons that take place.

The following list is a general outline of safe practice in PE. More detailed, subject specific guidelines can be found in ['AfPE Safe Practice in PE, School Sport and Physical Activity 2024 - NASBTT'](#).

Teaching staff should follow the P.I.E approach to implementing safe practice principles in PE lessons. An outline of the P.I.E approach (Prevent, Inform and Educate) is displayed in the staffroom.

All teaching staff should have read the school's PE Risk Assessment and also be aware of the key signs of concussion.

The teaching staff must be aware of any medical condition which may affect physical ability (e.g. diabetes or asthma) and make the appropriate adjustments in planning and implementation of the lesson to allow pupils who suffer from any conditions to take part actively but safely. All teaching staff will be provided with a list of medical conditions for the class that they are teaching (including external sports coaches that teach without the pupil's regular teacher being present).

All forms of physical activity should be preceded by an appropriate warmup.

The pupils must be given tasks which are challenging, but within the scope of their ability.

Teachers must carry out a visual risk assessment of all equipment before use and give pupils disciplined strategies for safe handling of the equipment whilst the work is in progress and safe storage when the work is complete.

Appropriate levels of lighting must exist to facilitate a safe working environment.

The surface that the pupils are expected to work on should be clean and free of litter or other hazards that could cause an accident. The teacher should pay special attention to the suitability of the surface after the floor has been polished in the hall and after rain on the playground or grass as this may make the area too slippery to be safe.

All jewellery, watches and religious symbols should be removed.

Long hair should be secured as appropriate to the activity at all times.

Appropriate clothing must be worn by pupils and staff.

The teacher must ensure the preservation of body heat after hard physical exercise and use good methods to cool down pupils after such exercise.



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For Health and safety reasons, teachers may physically guide children during lessons in order to develop their skills, e.g. correcting a child's position during a gymnastics lesson.

Staff should have a working knowledge of First Aid and know when and how to summon qualified First Aid assistance.

During PE lessons, teaching staff should preferably have a mobile phone or walkie talkie with them at all times. Should an incident occur, these methods of communication can be used to contact the school office. Alternatively, a pupil should be sent to the office.

Teaching staff should pay close attention to weather conditions and allow children to use sun protection and have access to hydration when required.

Any incidents (minor or major) should be recorded in the school accident book, marking the incident clearly as happening during a PE lesson.

## **14. Risk Assessment**

The PE Co-ordinator and SLT are responsible for carrying out a thorough risk assessment of PE and school sport, sporting equipment and facilities. Regular checks and risk assessments are made by all staff involved in delivering the PE curriculum.

Risk assessments should also be carried out on any facilities that are used for sporting activities outside of the school grounds. Annual safety checks and repairs are carried out on gymnastic equipment and staff should check all equipment and apparatus when it is being taken out for use in lessons. If a potential hazard is identified, it is immediately taken out of use and reported to the office or PE coordinator.

### **14.1 External Sports Fixtures**

Any external sporting events that children take part in require a specific risk assessment to be written for each event. This should contain the details of children's medical needs and the staff attending the event (within ratio). If driving is required, staff should have insurance to cover the transportation of children and any parents are required to inform their insurance company and complete the necessary paperwork with the school office.

## **15. Monitoring and Evaluation**

The monitoring and evaluation of the PE curriculum will be carried out in the following ways:

- The PE Coordinator meeting with year group leaders/teachers and external coaches to discuss their plans and match them against the PE schemes of work.
- Supporting colleagues in the teaching of PE by being informed about current developments in the subject.
- Evaluating the strengths and weaknesses of the subject and identifying areas that need further development.



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- Carrying out lesson observations.

## **16. Links to Other Policies**

- Health & Safety
- Supporting Children with Medical Conditions
- Child Protection & Safeguarding
- Behaviour
- Code of conduct
- School Uniform
- First Aid

Other Sources of Information

- [AfPE Safe Practice in PE, School Sport and Physical Activity 2024 - NASBTT](https://www.breamcofe.co.uk/policies)

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**This policy is available on the school website: [www.breamcofe.co.uk/policies](https://www.breamcofe.co.uk/policies)**

*Paper copies are available on request from the School Office.*

*Appendices Overleaf*



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## Appendix 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

During the PE lesson, answer the following questions by watching the activities closely. You will need to use the back of this sheet to record some of your answers.

The reason I am not taking part in PE today is:

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Where did PE take place today? (indoors/outdoors).

Write down the warm-up activity/activities done during the beginning of the lesson.

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Write down the LO (learning objective):

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Does the activity seem easy to learn/play? Explain in your own words what you would find easy and what you would find more difficult.

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Pick one person to watch throughout the lesson. Do not say who they are. Describe some of the things they are doing well.

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What can that person do to make even more progress? Write your ideas below.

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Write about the part of the lesson you would have enjoyed doing today and why. Which activities would you have not enjoyed doing and why?

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## Appendix 2

### PE Kit Reminder Letter

Dear Parents / Guardians

(Date)

We have that noticed that recently (*name of child*) does not have a full PE kit in school for use during PE lessons. It is essential that you child has the correct PE kit in school at all times, so that they may be appropriately dressed during lessons that involve physical activity.

Your child should have the following items in their PE bag at all times (sent home to be washed each half term and then returned).

- Trainers or plimsolls
- White T-shirt
- Black shorts or leggings
- Black tracksuit bottoms/top (when the weather is cold)
- Socks (if your child wears tights to school)
- Hairbands to tie back long hair
- Micropore tape (as your child has indicated they cannot remove their earrings – please see note below).

N.B. Earrings should not be worn in PE lessons, so it is advised that they are removed on PE days if the child is unable to do so themselves. If your child has recently had their ears pierced, then micropore tape should be provided to cover the earrings up.

If you any questions regarding the appropriate PE kit your child should wear, please feel free to contact the school at any time.

Many Thanks,

(Name)

Class Teacher