

P.E

Policy

Acre Rigg Infant School

Last reviewed in	September 2025
Next review due	September 2026



Every child Every day Every way Experiencing success

PE Policy

N.B. This policy will be reviewed and amended as changes arise.

Introduction

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.

This policy promotes the teaching and learning of physical skills through a breadth of sporting opportunities for all of our pupils.

Aims

At Acre Rigg Infant School Physical Education plays a vital part in our curriculum. Our school aims to ensure that:

- All pupils are motivated and excited to learn new physical skills, as well as developing their social and emotional well-being.
- We nurture this motivation further through a range of after school clubs, inter-school competitions and festivals.
- Pupils develop competence to excel in a broad range of physical activities.
- Pupils are physically active for sustained periods of time.
- Pupils engage in competitive sports and activities.
- Pupils lead healthy, active lives.

Through a high quality, safe and challenging physical education programme, we aim to develop successful learners and confident individuals who develop as independent enquirers, creative thinkers, reflective learners, team workers and effective participators.

Planning

Planning in the Early Years is based on our Early Years Curriculum, working towards the statutory Early Learning Goals (ELGs). Our prime focus is the development of fundamental movement skills; agility, balance and co-ordination, in order to readily equip children for further physical development and overall physical wellbeing.

Planning in KS1 is based on the Physical Education National Curriculum Programmes of Study. The National Curriculum states that 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.

To ensure the teaching coverage of all of the above skills, the QCA and Durham County produced a range of core tasks available to schools and teachers. The core tasks cover all skills across the areas of games, dance, gymnastics and athletics. Although the National Curriculum does not state that these areas must be covered, as a school we believe that they are an imperative way of ensuring that the non-negotiable skills of agility, balance and co-ordination are taught in an interesting and progressive manner. We therefore use many of the core tasks when planning and delivering Key Stage One PE lessons.

Parallel to the core tasks, a scheme of work has been produced by the Subject Leader for each half term, covering all skills included in the core task. The progression of the necessary skills involved in the task will be derived from the Progression of skills document, produced by Durham County Council.

The detailed scheme of work can be amended as necessary following feedback from lessons that have been delivered. Teachers will communicate with the subject lead to discuss any amendments to planning and teaching to ensure high quality teaching and learning. There is now a complete academic year of PE planning that should be followed by all teachers in school.

In the absence of core task material (primarily Early Years) or where the subject co-ordinator feels that the material is not necessary, the skills will be researched carefully and a scheme of work will still be produced to ensure necessary coverage. For example, in Spring Term we attend a local dance festival and therefore may not follow the dance core tasks. However, it must be ensured that all skills associated with performance are still detailed and taught through the scheme of work.

Lessons

All lessons include a warm-up, main activity and cool down. Although we teach PE as a discrete subject, where appropriate, lessons should provide opportunities to link with other curriculum areas e.g. Science, Numeracy and PSHE. For example, the warm-up should allow children to observe the effects of exercise on their body.

The warm-up should allow for increase in heart rate and body temperature as well as preparing the body for exercise. The main activity will focus on the skills of the task with an

equal balance of high-quality teaching of skills and actual physical activity. The cool down should allow the body temperature and heart rate to return to normal and allow time for plenary questions.

Where appropriate, lessons should be differentiated based on the STEP principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE, taking account of:

- The size of the area in which a pupil works. Smaller spaces may be used until pupils develop spatial awareness and control over themselves and the equipment, then larger spaces to challenge more able pupils.
- Pupil activity. Different tasks, roles, responsibilities, allocation of time and variation of pace within the lesson to meet the needs of differing abilities.
- Resources e.g. different equipment for different levels of ability across the key stages.
- Pupil groupings. Ability or mixed ability groups, group/paired/individual activities and the opportunity to work with adult support where needed.
- Other opportunities e.g. extracurricular activities, club links and interest groups, towards the development of excellence.

Differentiation by task may be achieved when the children who are pursuing the same part of the programme of study are given a range of different but related tasks according to their levels of ability.

Differentiation by outcome may be achieved by setting tasks which are suitable for all children's starting level but allow the more able children to be challenged.

Differentiation by support may be achieved when children of low ability are given adult reassurance and where possible 1:1 guidance to help improve their confidence.

Assessment

In Key Stage One, assessments should be completed at the end of each half term or module and shared with the subject lead. An assessment framework had been developed for all PE modules, based on the core task record sheets provided by Durham County Council.

Through this framework we can identify children performing above expectations and how to challenge these children further using the STEP approach. We can recognise children who are working at the expected level and use the assessments as a tool to support where to take their learning next. We can also identify those children who are working towards the expected level and the reasons why. We relate this assessment process to the Durham County Progression of Skills document to highlight exactly where the children are and which skills need to be developed.

All of this assessment will inform future planning and have an impact on our PE teaching. Through support from Teaching Assistants, we aim to provide support during PE sessions to

those children who are below expectations, working carefully on the skills they find difficult. Through high quality teaching, the children working on track or above expectations should be challenged appropriately during their lessons and identified to take part in competitions involving those skills.

We aim to provide children with visual tracking and balance difficulties with additional provision through the Bal-A-Vis-X programme, working with 1:1 support, with adults who have been trained and upskilled in the programme.

Health and Safety

The importance of safety in PE is stressed from when pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the hall and playground.

Within PE sessions both teachers and pupils help to identify possible hazards. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk, so nobody gets harmed. This process of risk control and safe practice is reinforced in the classroom.

During the thorough risk assessment of the school, which is carried out on a termly basis, significant risks will be reported to the head teacher. Teaching staff are also encouraged to carry out informal risk assessments prior to every PE lesson. This will involve a quick overview of the teaching environment and equipment which is then matched with the planned lesson content, to assess whether it is safe to proceed or use an alternative approach.

Please see attached AfPE recommendations (Appendix 1) for clothing, personal effects and footwear in PE.

N.B. – permission for wearing studded earrings in PE by any child must come from the parent/carers on the school form provided, with date and signature. All other jewellery is not permitted.

OSHL

The aims of our out of school hours learning are to extend and enrich work being done during curriculum PE, and to provide some children with different opportunities to enable them to develop the skills they need to access curriculum PE appropriately and effectively. Through a range of sporting activities we reinforce the importance of keeping physically active in order to lead a healthy lifestyle.

Through our OSHL we aim to:

- Provide specific movement and/or general physical activity clubs that develop fitness.
- Ensure that pupils are offered the opportunity to attend a minimum of two PE focused after-school clubs throughout the year.

To ensure quality and sustainability of our OSHL programme, the school will:

- Employ a range of qualified and experienced coaching staff and implement quality assurance through the School Sports Partnership programme.
- Ensure that local community clubs are advertised around school.
- Inform all pupils and parents of the range of after-school sporting opportunities.

Rights Respecting

Our school has previously achieved the Level One Rights Respecting award through embedding the United Nations Convention on the Rights of the Child (UNCRC) in all aspects of school life. In Physical Education, we enhance our practice through the learning and understanding of children's rights, to improve well-being and help all children to realise their potential. As a school we recognise three rights that stand out as part of our ethos and have become rooted in our class charters:

- The right to be safe
- The right to be listened to
- The right to an education

These rights are referred to throughout the PE lessons, to ensure continuity of practice and understanding across the school. Throughout the teaching of PE, children will learn and understand rights that stand out as a priority to their physical wellbeing, such as their right to be safe, their right to develop their talents and abilities to the full and the right to a healthy lifestyle.

School Sports Partnership

As a school we have a Service Level Agreement with the Easington School Sports Partnership. The service provides us with a great deal of support to upskill staff members and work alongside teachers in PE modules where they feel less confident. We work in partnership with the service to:

- Provide support for school staff to ensure high quality PE across the school.
- Support the Subject Leader in developing a comprehensive subject action plan and scheme of work for all Key Stages.
- Provide a range of competitions and festivals for our school to participate in across

the academic year.

- Provide one after-school club per term for a six-week block (Partnership staff to lead)

Equipment and Resources

The majority of PE equipment is stored in the PE cupboard, except for benches. All equipment is catalogued. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children to enhance learning.

Pupils should:

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

Sports Premium

Sport Premium is an amount of money which the government has allocated to schools on a yearly basis and more recently, the funding has doubled. The amount of money that schools receive is based upon the number of children of primary age that school has in January of that year.

The focus of the Sport Premium funding is to:

- Increase engagement of all pupils in regular physical activities.
- Increase confidence, knowledge and skills of all staff in teaching PE and sport.
- Increase participation in competitive sport.
- Offer a broader experience and range of sports and activities to all pupils.
- Use PE and sport as a tool for whole school improvement.

Please see the Sports Premium Report for a breakdown of how we have used our Sports Premium money and the impact it has had on our pupils and school.

Active 30

The Active 30 Durham Campaign aims to help schools in County Durham to support every pupil to participate in 30 minutes of moderate to vigorous intensity activity every day at school – as recommended by the Chief Medical Officer (CMO). Acre Rigg Infant School has pledged to the Active Durham website to be an Active School. With this in mind, for every child we provide at least ten minutes of daily exercise, and we have an active playground, with the opportunity to take part in a range of physical games and activities at break and lunchtime. The subject lead reviews these opportunities regularly, and aims to keep them up

to date, accessible and achievable within the school day. We are also reviewing ways to keep active in a variety of different ways, including the use of our new outdoor classroom.

Roles and Responsibilities

Subject leader:

- Keep well informed of new developments in the teaching and learning of PE through appropriate training, attending County and Peterlee Partnership network meetings and self-study.
- Prioritise improvements for the teaching and learning of PE across the school and contribute to the school improvement plan.
- Audit, purchase and organise resources to support curriculum delivery.
- Lead by example and provide knowledge and expertise to assist staff in the delivery of the curriculum.
- Provide support HLTA, Sports Apprentice and NQTs.
- Monitor the teaching and learning of PE across the school in conjunction with the Head Teacher.
- Support staff with assessment procedures and the tracking of progress in PE.
- Analyse assessment data to track the progress of identified children.
- Evaluate the policy and scheme of work for PE.
- Liaise with the Governor for PE.
- Keep a subject leader's file which is informative and relevant.

Teaching staff:

- To teach high quality PE throughout the school, following the scheme of work written by the subject leader.
- Liaise with the Subject Leader on a regular basis.
- Work with Subject Leader to provide accurate feedback and assessment information.
- Lead by example and support others to upskill and develop teaching confidence.

Head Teacher:

- Lead, manage and monitor teaching and learning in PE across the school.
- Ensure PE remains a high priority in the school improvement plan.

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Appendix 1

Clothing & Personal Effects – (afPE recommendations)

Introduction

- Clothing and correct attire for a particular activity represent important features of safe practice that apply in equal measures to both staff and pupils.
- Staff should always endeavour to change for physical education, wear suitable footwear and clothing for practical activities and remove their personal effects, such as jewellery, to minimise the likelihood of causing or receiving injury.
- Pupils from the earliest ages should change into suitable clothing for PE so that they can participate safely. Although vests and pants were in the past, an acceptable option for the youngest children, contemporary views on safeguarding, personal development and hygiene mean this is no longer advisable practice. In addition, changing is an important life skill.
- Clothing for PE and school sport should be well suited to its function. It should be light and allow good freedom of movement but will also need to offer some insulation from cold weather in the winter months. It should be remembered that pupils who are insufficiently warm and experiencing discomfort will not be sufficiently focused and may lack concentration.
- Footwear that is fit for purpose is essential. It should demonstrate effective grip, support and reasonable protection for outside work and games, contrasting with lightness and flimsiness for indoor activities such as gymnastics and dance, if worn.
- Personal effects, such as jewellery, religious artefacts, watches, hair slides, sensory aids etc, should always be removed by pupils before participating in physical activity. Staff also need to be mindful of their own adornments. The wearing of rings for instance, has been responsible for unnecessary injury in the past and represents a hazard to both staff and pupils involved in the lesson. Any exception to the recommendation of complete removal needs to be carefully considered and always comply with a suitable risk assessment.
- Clear expectations should be established throughout the school and with parents, about the management of personal effects.

Jewellery and personal adornment:

- The wearing of non-essential personal effects continues to pose difficulties in many schools since such items should ideally, always be removed in establishing a safe working environment. Staff have a duty of care to ensure that pupils are able to actively participate without unnecessarily endangering themselves or those working around them. Systems and

procedures need to be in place within the changing area to check that pupils fulfil this obligation prior to participation.

The following procedure should be applied at the start of every lesson:

1. All personal effects should be removed. Staff should always give a verbal reminder to pupils and, where necessary, visually monitor the group. Vigilance may be required when dealing with body jewellery.
2. If they cannot be removed, e.g. medical bracelets/necklaces, staff need to take action to try to make the situation safe. In some situations, this may mean adjusting the activity in some way or, where a risk assessment allows, protecting the item with tape, padding or wristband. Taping over ear studs, for instance may offer a measure of protection in some physical activity situations where individuals are required to work within their own personal space. The amount of tape needs to be sufficient to prevent the stud post penetrating the bone behind the ear should an unintentional blow be received from someone or a piece of equipment. This would not be acceptable, however, in swimming lessons where exposure to water can easily dislodge the tape, magnifying the hazards involved, nor is it satisfactory in situations where close contact is foreseeable. Where taping is utilised, the adult supervising the group maintains the duty of care to ensure that the taping is effective in its purpose.
3. If the situation cannot be made safe, the individual pupil(s) concerned should not actively participate. Alternative involvement in the lesson may be possible.

The wearing of sensory aids such as spectacles or hearing aids will usually be determined by:

1. The nature of the activity
2. A balanced judgement as to whether wearing the item constitutes a greater or lesser risk to the wearer in those activities where physical contact is absent

Where sensory aids need to be worn for safe participation by the individual then the staff need to apply the procedure set out above to determine whether participation with the sensory aid is safe for the wearer and for the others in the group.

Long hair worn by both staff and pupils should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

Disclaimers from parents about the wearing of any item of jewellery by a pupil should be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters.

Indoor footwear:

- Suitable indoor footwear is crucial to safe participation and supervision. Security of footing is essential. Staff may need to respond quickly to prevent a potential injury to a pupil, making effective mobility essential. Pupils need footwear that is capable of transmitting feel for the movement and the surface they are working on.
- Many practitioners believe that bare feet offer a better alternative for indoor activities such as gymnastics and dance (unless movement includes e.g. lots of skipping actions), providing the floor is of good quality and clean. Where any doubt exists about the suitability of the working surface, however, appropriate footwear becomes a requirement.
- Pupils should never participate in socks on polished surfaces. Well-fitting socks maybe applicable on a carpet surface if traction is not affected.
- Training shoes on which the soles provide good traction, will often prove effective for a range of indoor games, but should not be worn for gymnastics activities for the reason of feel described above.
- Some form of footwear is preferable for indoor games activities due to the higher frequency of sudden stopping and changing direction quickly.
- Staff need to avoid situations often found in games lessons when organising wet weather indoor activity in which some pupils wear training shoes and others are obliged to resort to bare feet.

Outdoor footwear:

- Whatever the type of footwear worn to give participants stability on outdoor playing surfaces, systematic maintenance is essential. Rule 4 in the FA laws of the game clearly states: A player must not use equipment or wear anything which is dangerous to himself or another player. Although this reference applies to appropriate conduct in football, the principle embodied in this rule is universal. Security of footing is again an essential requirement, along with consideration as to whether the outdoor footwear presents any foreseeable risk to other participants.
- Systems need to be in place whereby staff, officials and participants regularly check the safety of the footwear. Procedures also need to be applied whereby participants avoid, wherever possible, walking over hard surfaces to gain access to the playing area. This can result in studs and other traction devices becoming unacceptably rough and sharp, proving hazardous to opponents in competitive games and practices.

- There is an ongoing debate about the safety, or otherwise of bladed boots, with some authorities deciding that they present an unacceptable risk. Yet there exists no conclusive proof, through well documented research that bladed boots present any greater risk than traditional studded versions, providing that adequate care and attention is given to their maintenance.
- Where a group presents a variety of footwear for outdoor lessons, the adult with the group has to determine whether the lesson can proceed as planned or whether some conditions need to be applied to enable maximum participation in safety.

Pupils should know that:

- Clothing used for PE and school sport should be suitable for the activity and designed with safe participation in mind
- Personal items of physical education and sports clothing should be kept clean and serviceable
- Physical education and sports footwear should be regularly checked and well maintained, this is particularly applicable to studded and bladed football boots
- Jewellery should always be removed before active participation; any exception to this rule must always be sanctioned by a member of staff.