BARCROFT ACADEMY

Unlocking potential today for a brighter tomorrow

Physical Education (PE) Policy 2026 - 2028

LIGHTHOUSE MULTI ACADEMY TRUST

Written by:	**Mr G Bunce**
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Headteacher (Mrs G. Locke) **Chair of Local Academy Governors (Mrs R. Fuller)**	*G Locke* *R Fuller*

1. Introduction

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore teachers, parents and children should be aware of its importance.

Physical Education develops the child's knowledge, skills and understanding. It involves the child in the continuous process of decision making, selecting and applying skills, performing, evaluating and refining their work. It contributes to the overall education of the child by encouraging and helping them to lead full and valuable lives through engaging in purposeful physical activity. The child will perform with increasing competence and confidence in a range of physical activities.
Physical education is divided into six areas depending on the year group. Through these activities, the child will be encouraged to develop the personal qualities of enthusiasm, commitment, fairness and a positive attitude towards a healthy lifestyle.

2. Aims

The child will be offered the opportunity to:

- Become a skilful and intelligent performer; by developing the ability to remember, repeat and refine actions and perform them with increasing control, co-ordination and fluency.
- Acquire and develop skills, performing with an increasing physical competence and confidence in a range of physical activities and contexts.
- Learn how to select and apply skills, tactics and compositional ideas to suit activities.
- Develop ideas creatively.
- Set targets, compete against others, both individually and as a team member.
- Understand what it takes to persevere, succeed and acknowledge the success of others.
- Respond to a variety of challenges.
- Take the initiative, lead activity and improve aspects of own performance.
- Discover own aptitudes and preferences.
- Develop a positive attitude to participation in physical activity.
- Further develop skills by joining sports clubs which have links with the school.
- Develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- Develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- Promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being.
- Develop awareness of child obesity and the importance of regular exercise as part of a healthy lifestyle.
- Be involved in intra-games within school.

3. Curriculum Planning and Organisation

- Each class is timetabled for between 1-2 hours of P.E. each week where access to the hall, field and playground are available.
- P.E. lessons will be planned around the National Curriculum and the competitions entered.
- Children participate in daily exercise through 5 a day to enhance learning.

- The playground and field are used to facilitate activities such as Games and Outdoor Activities.
- Swimming lessons are provided for Upper Key Stage 2 pupils by outside agency swim teachers who have received training and completed the relevant qualifications.
- Through the school's links, the children are all given regular opportunities to participate in after school competitive sporting activities. Members of the school staff accompany the teams to these events.

4. Teaching and Learning

A variety of teaching and learning styles are used in PE lessons including a mixture of whole-class teaching, experiential learning, problem solving, individual and group open ended activities.

Within lessons the child is given the opportunity both to collaborate and to compete, using a wide range of resources.

All classes have children of differing physical ability, consequently learning opportunities are provided using a range of strategies;

- Setting common tasks which are open-ended, having a variety of results.
- Setting tasks of increasing difficulty.
- Grouping children by ability and setting different tasks.
- Providing challenge through a differing resource.

Every child is praised for their achievements and encouraged to fulfil their potential by continued support and positive feedback and certificates for swimming achievements.

Physical Education at Barcroft Academy is based on the National Curriculum Physical Education 2014 Document. A unit map has been developed which provides a long-term plan for each year group. The units are organised to provide progressive steps, which meet the end of key stage expectations and enrich the child's experience.

In Key Stage 1, these include: core skills, gymnastics, dance and movement, team games, invasion games such as football and tag rugby, athletics and field games.

In Key Stage 2, these include: core skills, gymnastics, dance and movement, team games, invasion games such as basketball and netball, athletics and field games.

5. Inclusion

- No pupils will be excluded from any physical education programme unless advised by a medical professional.
- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained, and expectations will consider the individual needs of pupils.

- For the purposes of competitions, all children will be given the opportunity to participate in the experience.
- Children of all abilities will be able to be able to compete in a competitive scenario through the intra-games.
- Specialist equipment will be provided when needed to support children.

Refer to the Barcroft Academy Inclusion Policy for more information. A Gifted and Talented Register is also maintained.

6. Health and Safety

The general teaching requirement for health and safety applies in P.E. All staff have due regard for the health and safety guidelines as set out in the BALPE handbook when planning and delivering P.E.

- Each child is encouraged to consider their own safety and the safety of others at all times and they are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible.
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear. Any items constituting a danger are taken out of use immediately.
- All large items of equipment are inspected annually by an independent safety expert.
- Children are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Children are made aware of safe practice and understand the need for safety when undertaking any activity.

Clothing

The children are expected to change independently for P.E.
Pupils are taught to understand the safety risks involved in wearing inappropriate clothing for P.E.
Children should wear suitable footwear when travelling to and from the hall.
The kit includes:

- Indoor activities – shorts, T-shirt and pumps (suitable footwear).
- Outdoor activities – shorts, T-shirt, suitable in warm weather, with additional track suits, fleeces etc. in cold weather. Suitable footwear for outdoor activities.

Children without Kit

At the beginning of each term parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head Teacher. A child who has forgotten their kit should first be reminded by the teacher. If it is an ongoing problem an informal conversation with the parents would be appropriate.

Jewellery
Pupils are taught to understand the safety risks involving wearing of jewellery and other body piercings. Staff are to ensure that all jewellery is removed (religious jewellery exempt on completion of risk assessment), and long hair is tied back. Watches are also to be removed and placed in a safe place.

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes a friend should be sent with the injured pupil to go to the school office for a plaster if necessary.

For serious accidents (head injuries, serious cuts or suspected fractures) the coach should stay with the child and send a teacher, TA or responsible child to inform the school office. After the incident the teacher must complete an accident report form which is available in the office.

Medical Conditions

It is the responsibility of the coach to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

7. Cross Curricular Links

As well as making its own distinctive contribution to the school curriculum, PE contributions to the wider aims of primary education in other subjects, including: English, Mathematics, Geography, ICT, PSHE and Citizenship. References to the subjects are made on planning.

English

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

Maths

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

ICT

Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

PSHE

PSHE and PE links include: following rules, living healthily, co-operating with others and understanding fairness and equality.

Healthy Eating

The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat health risks. These messages are shared at group discussions at dinner time and lessons.

SMSC

PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

8. Out of School Hours Learning

Barcroft Academy provides a range of activities for children after the school day. This programme is supported by members of the teaching staff, the support staff.

The children are encouraged to further develop their skills and interest in a range of activity areas. The school also supports inter-school competition, with schools in MAT.

Staff at Barcroft Academy provide after school clubs in;

- Football
- Cricket
- Tag-Rugby
- Netball
- Basketball
- Tennis
- Rounders
- Multi-Skills
- Dodgeball
- Dance
- Gymnastics

These clubs are limited to a maximum number of 30 and are offered to all KS1 and KS2 pupils. Although no member of staff must be present during these clubs, a designated member of staff must be available at any time to intervene in case of disciplinary problems, injury etc…

For all after school clubs, the organiser must ensure that the outside area (playground) and the school hall are free, providing them with the option of an indoor or outdoor session. After school sessions will run between 3.30pm and 4.15pm for KS1 and KS2.

9. The Role of the Subject Leader

- Developing a PE Policy.
- Purchasing and maintaining resources to support the scheme of work.
- Supporting colleagues to ensure the inclusion of all children in high quality PE and school sport.
- Organising staff training opportunities, to meet identified development needs.

- Monitoring and evaluating the quality of PE and school sport.
- Enabling adults other than teachers to improve the quality of playground and lunchtime provision.
- Organising and supporting Out of School Hours Learning opportunities.
- Setting up and maintaining links with sports clubs and other community sports provision.
- Providing the staff with a timetable for hall use.
- Providing the staff with a rota for each year to follow to plan around the National Curriculum and competitions entered.
- Organising intra-games within school.

10. Monitoring and Review

The PE Subject Leader is responsible for the monitoring and implementation of this policy. The subject leader reports to the Headteacher on the effectiveness of the policy and to the governing body upon its review.