



PHYSICAL EDUCATION POLICY

WOLSEY HOUSE PRIMARY SCHOOL



HEADTEACHER: MRS H.M. KING
CHAIR OF GOVERNORS: MR M. PEATFIELD

Wolsey House Primary School

Policy for Physical Education

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils ((England) Regulations 2000
- Education Act 2003
- Equality Act 2010

The following documentation is also related to this policy:

- The Education Inspection Framework (Ofsted 2019)
- An investigation into how to assess the quality of education through curriculum intent, implementation and impact (Ofsted 2018)
- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- The National Curriculum in England Framework Document (DfE) 2014
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe that '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. (The National Curriculum in England Framework Document (DfE) 2014)

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. We understand that 'the National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens.'

Our well-balanced curriculum promotes the spiritual, moral, cultural, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and will develop pupils' mathematical fluency.

We strive to provide a curriculum that all pupils will find enjoyable with them understanding the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, wherever possible, in a structured well-ordered classroom environment.

We believe that all children must be treated fairly and with respect for their privacy and dignity. Therefore, by the age of 7/8 we believe boys and girls should be changing in separate single-gender designated changing rooms.

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We have in place procedures that accommodate the needs of pupils with disabilities and children from different religions, beliefs, cultural backgrounds and gender identity.

We will listen to any pupil who expresses a concern about the behaviour of a supervising member of the school personnel or of other pupils and will make appropriate enquiries.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Annually we undertake a subject evaluation that is based on the following questions:

- How do we design and provide a curriculum that is broad and balanced for all pupils? (Curriculum Intent)
- How do we deliver our curriculum through teaching, assessment and feedback? (Curriculum Implementation)
- How do we assess pupil achievement through external tests/exam results and by our own school data? (Curriculum Impact)

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

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Our Intent, Implementation and Impact statement for Physical Education (P.E.)

Intent

Wolsey House Primary School recognises and values the importance of Physical Education (P.E.) in the lives of all children (including children with SEND and English as an additional language). We believe that 'a well-balanced, fun, high-quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. We provide opportunities for all pupils to become physically confident in a way which supports their health and

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fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness, cooperation and respect.'

We do this through fully adhering to the aims of the national curriculum for physical education to ensure that all children:

- 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

It is our intention to build an ambitious curriculum that enables all children to develop knowledge, skills and vocabulary in a broad range of sporting activities, as well as developing values and transferrable life skills such as tolerance, fairness and respect. Our curriculum is planned, evaluated and adapted to be broad and balanced for all children and is underpinned by three pillars of, motor competence, rules strategies and tactics and healthy participation.

Our PE syllabus (following GetSet4PE) is based on an enhanced model of the Early Years Framework and the National Curriculum with a clear progression structure from Reception to Year 6. This progression of skills has been planned in order to build on the skills needed to meet the end of Key Stage objectives in the National Curriculum.

Additionally, an imperative element of the curriculum at Wolsey House shows a need for healthy life styles, a balanced diet, positive growth mind-set and the resilience to persevere. Through enrichment such as after school clubs and intra-school competitions as well as out of school competitions and swimming we aim to raise the profile of PE and expose our children to sports they may never have had the opportunity to engage with. We believe it is vital to expose the children to a variety of sports at a young age if they are going to have a lifelong relationship with sport.

By creating a progressive curriculum that also introduces the children at Wolsey House Primary School to new activities it is our intention that every child leaves Wolsey House with at least one sport that will stay with them for life.

Implementation

The PE curriculum is taught through the use of the GetSet4PE Scheme, which is in-line with the National Curriculum, and is used to aid teaching staff in their subject knowledge and planning of PE. Teachers are able to adjust and change lessons to suit the needs of their classes but the scheme provides a strong basis of what is expected in each year group.

Each class has access to two hours of high-quality physical activity every week. The children are taught once a week by their Class Teacher and once a week by the Sports Coach (If this is timetabled). The Sports Coach lesson allows the Class Teacher time to: observe, assess and reflect on their own teaching.

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Each lesson, children are given the opportunity to practise skills in a variety of ways and each lesson builds upon the previous skills, allowing them time to embed it. Different skills are recapped throughout, and across, the years, each time they are being built upon; allowing children to know more and remember more.

All of Key Stage 2 will receive swimming lessons throughout the year with the aim that by the end of Year 6 all children are able to swim a minimum of 25m unassisted. These lessons take place at school via Pools4Schools over a 4-week period (potentially twice a year).

We subscribe to Inspire Together (previously Leicester SSPAN) and this allows the children to compete in football against other schools throughout the year. We run a Boys and Girls team and both have been successful in recent years. Wolsey House Primary School has also built relationships with other local clubs and coaches who provide our children the opportunity to try sports they would never have tried before.

This year, we have bought into Enrich Education and SH Active Sports to enhance our offer of physical education. Enrich Education provides a high-quality outdoor learning resources that allows us to use orienteering across the school and curriculum. SH Active Sports allow us to provide one afternoon a week of enrichment to our children and this again enhances the PE offer at Wolsey House.

As well as the wrap-around care, offered by an outside provider, we offer a wide range of sporting after-school clubs run by teaching staff. These clubs are free and they provide children with access to a wide range of sporting activities. These activities are chosen by pupils through class votes and pupil voice to ensure the clubs are successful and popular.

Impact

Our curriculum aims to improve the wellbeing and fitness of all children at Wolsey House Primary School; not only through the sporting skills taught, but through the underpinning values and disciplines that PE promotes. Through strong links with PSHE we promote the overall well-being and health of each child through teaching about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness.

In all classes, the children possess a wide range of sporting abilities and through the use of GetSet4PE underpinning our curriculum and the work of the Sports Coach, teachers are able to adapt their lessons to meet the needs of all learners. There has been a growth in confidence of teaching staff and both children and staff at Wolsey House Primary School are thriving following the introduction of the scheme. Pools4Schools increased our percentage of year 6 children that could swim 25m by 10% last year and this is going to continue in 2025-26.

The after-school clubs have proved to be a great success and the children are enjoying the opportunity to try new sports and learn new skills. The children at Wolsey House Primary School are eager to take part in competitive sport be that against other schools or in school.

Overall, the children at Wolsey House Primary School make good progress in PE as well as enjoying sport and growing into happy, respectful and fair competitors. It is my aim that every child leaves Wolsey House with at least one sport they can have a lifelong relationship with.

September 2025

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Aims

- To ensure that all pupils develop competence to excel in a broad range of physical activities.
- To ensure that all pupils make expected or above expected progress in PE
- To ensure that all pupils are physically active for sustained periods of time.
- To ensure that all pupils engage in competitive sports and activities.
- To ensure that all pupils lead healthy, active lives.
(The National Curriculum in England Framework Document (DfE) 2014)
- To promote the teaching of numeracy and literacy within all subjects.
- To ensure that good to outstanding quality PE is being delivered in all areas of the school.
- To evaluate the school curriculum by focusing on curriculum intent, implementation and impact.
- To share good practice within the school.
- To work with other schools to share good practice in order to improve this policy.

Roles and Responsibility for the Policy

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of Physical Education;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel are aware of and comply with this policy;
- work closely with the subject leader and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;

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- monitor the effectiveness of this policy by;
 - observing teaching and learning
 - planning scrutinies and work trawls
 - discussions with pupils and members of the school council

- Report annually to the Governing Body on the success and development of this policy.

Role of the Subject Leader

The Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher, the nominated governor, ALNCo and Behaviour Support Manager;
- be accountable for standards in this subject area;
- monitor standards by;
 - auditing the subject area
 - review of the scheme of work (Get Set 4 PE)
 - monitoring teachers planning
 - lesson observations
 - discussions with pupils

- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- identify areas for development within PE;
- manage the subject budget effectively;
- manage the PE and Sport Premium for Primary Schools effectively;
- manage and deploy staff to enhance areas for development within PE, Wolsey House staff CPD and general practice;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy
- Organise an annual PE week which introduces all children across the school new sports and activities with a focus of motivating the least active.
- work in conjunction with the Headteacher, Senior Leadership Team, the Curriculum Leader, Subject Leaders, teaching and support personnel to provide statements on each of the following:

We ...	Evidence
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Intent	<ul style="list-style-type: none"> ▪ have constructed a 'curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life' by: 	
	<ul style="list-style-type: none"> ▪ provide a curriculum that is 'coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' by: 	
	<ul style="list-style-type: none"> ▪ have the 'same academic, technical or vocational ambitions for almost all learners and we have designed an ambitious curriculum to meet the needs of some learners with high levels of SEND' by: 	
	<ul style="list-style-type: none"> ▪ ensure 'learners study the full curriculum 'specialising' only when necessary' by: 	
Implementation	<ul style="list-style-type: none"> ▪ ensure 'teachers have good knowledge of the subject(s) and courses they teach' by; 	
	<ul style="list-style-type: none"> ▪ provide 'effective support for those teaching outside their main areas of expertise' by: 	
	<ul style="list-style-type: none"> ▪ ensure 'teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching' by: 	
	<ul style="list-style-type: none"> ▪ ensure teachers 'check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback' by: 	
	<ul style="list-style-type: none"> ▪ ensure teachers 'respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches by: 	
	<ul style="list-style-type: none"> ▪ ensure 'over the course of study, teaching is designed to help learners to remember in the long term the content they have been and to integrate new knowledge into larger concepts' by: 	

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	<ul style="list-style-type: none"> ▪ ensure assessment is used well in order to ‘help learners embed and use knowledge fluently or to check understanding and inform teaching’ by: 	
	<ul style="list-style-type: none"> ▪ ‘understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners’ by: 	
	<ul style="list-style-type: none"> ▪ ensure ‘teachers create an environment that allows the learner to focus on learning’ by: 	
	<ul style="list-style-type: none"> ▪ ensure ‘ the resources and materials that teachers select reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment’ by: 	
	<ul style="list-style-type: none"> ▪ ensure ‘ a rigorous approach to the teaching of reading develops learners’ confidence and enjoyment of reading’ by: 	
	<ul style="list-style-type: none"> ▪ ensure that ‘at the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge’ by: 	
Impact	<ul style="list-style-type: none"> ▪ ensure ‘learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well’ by: 	
	<ul style="list-style-type: none"> ▪ ensure ‘learners are ready for the next stage of education, employment or training’ by: 	

(Quotes taken from the Education Inspection Framework (Ofsted 2019))

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the subject leader;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy
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Role of Teachers

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Teachers will:

- comply with all aspects of this policy;
- ensure all children take part in at least two PE sessions every week unless a child is excused in exceptional circumstances, e.g. an illness or injury where physical activity could potentially harm the child;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- team teach with Sports coaches as part of CPD opportunities provided by the PE and Sport Premium;
- have high expectations for all children and will provide work that will extend them;
- identify children who are MAT within areas of PE and provide details of these children to the PE Subject Leader and ALNCo;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes;
- use equipment and apparatus in a safe manner;
- educate all children in their care on how to use equipment and apparatus in a safe manner;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community
- Ensure all children are wearing the appropriate PE kit

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- use all equipment and apparatus in a safe manner;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys
- ensure they are wearing the correct kit on the correct day

Role of the School Council

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The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - curriculum development workshops

- provide separate indoor and outdoor PE kits for their child, including the appropriate footwear;
- be encouraged to work in school as volunteers;
- be informed at the beginning of each academic year of their child's topics;
- encourage effort and achievement;
- encourage their child to lead an active and healthy lifestyle;
- support their child in competitive events organised by the school.

Indoor PE

Shorts (black)

T-shirt (white, red or black)

Trainers/ Plimsolls/ bare feet for gymnastics.

Outdoor PE

Shorts (black)

T-shirt (white, red or black)

Tracksuit bottoms/ joggers can be worn in cold weather

Trainers (football boots are optional for football and tag-rugby but are not compulsory)

Jumper/sweatshirt can be worn in cold weather

Please note that coats are not to be worn for P.E. therefore, please make sure that your child is dressed in warm clothes for outdoor lessons on cold days.

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Funding

PE and Sport Premium for Primary Schools

The PE and sport premium is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. (gov.uk (2013) <https://www.gov.uk/government/policies/getting-more-people-playing-sport/supporting-pages/school-pe-and-sport-funding> [8th February 2015]).

Wolsey House Primary School has The PE and Sport Premium for Primary Schools awarded annually in two separate payments. There is an annual action plan written by the PE Subject Leader for the effective spending of this premium which covers areas within the teaching of PE and PE lessons, pupil health and well-being, and areas in the wider life of the school.

A third of the allocated premium is to be invested in staff CPD.

Policy Procedure

Teaching and Learning Style

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

Curriculum Planning and Organisation

This is done through our scheme Get Set 4 PE. Teachers collaborate on the planning of PE to ensure parity in provision and to share expertise. PE curriculum planning is managed in two phases namely:

Long Term Planning

- details what is to be taught over the year
- provides teaching guidelines and overall objectives for each year group for the whole year

Medium Term Planning

- organises the subject into half-termly sections
- is more detailed and the objectives are more specific in nature
- shows how each lesson will be differentiated to allow all children to reach the same or similar outcomes;
- is developed by the teachers, who respond to the needs of their pupils
- ensures a balanced distribution of work is undertaken across each term
- ensures progression in children's knowledge and skills

Links with ICT

The use of information and communication technology will promote, enhance and support the teaching and assessment of PE.

Inclusion

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We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are more able, gifted and talented
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- talented children demonstrate an innate talent or skill in creative or sporting fields

Children who are identified as MAT within PE have opportunities to take part in workshops where they will receive specialist teaching and work with other children from local schools who have been identified as MAT within PE. The workshops cover a range of sports and activities linked to the current PE curriculum.

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Differentiation

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

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The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by questioning, by resources, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression and next steps.

Special Educational Needs

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

Children identified as SEND have the opportunity to take part in tournaments where they compete against other children who have been identified as SEND from local schools. This is part of our involvement with the Leicester City Schools Sports Partnership.

Assessment for Learning

Teachers will:

- carry out continuous assessment;
- use the Insight App to formatively assess all children they teach for PE.
- complete short-term assessments matched to the teaching objectives to adjust their planning;
- carry out medium-term assessments to measure progress against key objectives to adjust planning;
- use long-term assessments and lesson evaluations to help them plan for the next academic year;

Monitoring & Review of PE

Monitoring of standards of children's work and the quality of teaching is the responsibility of the PE subject leader supported by the Headteacher and the SLT.

Standards will be monitored by:

- looking at pupils work via pictures on Get Set 4 PE and assessment.
- subject observations

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- pupil discussions
- individual staff audits of PE
- scrutiny of planning
- general curriculum discussions

Health and Safety

The aim at Wolsey House is to manage risks in accordance with the guidelines in the 'Safe Practice in Physical Education & School Sport' (afPE 2020). Key points from this document are listed below.

Role of the PE Subject Leader

- Report any concerns to the school's Health and Safety Officer;
- Initiate procedures to ensure the satisfactory implementation of this policy and regular reviews;
- Provide training and supervision where appropriate;
- Ensure all staff are familiar with afPE health and safety guidance;
- Regularly check PE equipment (monthly);
- Participate in safety inspections of PE equipment;
- Complete risk assessments for pupils attending off-site sporting events;
- Ensure all transportation to off-site sporting events is properly insured;
- Obtain parental consent for off-site activities;
- Ensure ratios are adhered to for both on and off-site activities;
- Ensure that all coaches from outside agencies have read, and are aware of this and relating policies.

Role of the Leadership and Management Team

- Ensure there is an up-to-date Health and Safety Policy separate to the PE Policy;
- Provide a safe place of work;
- Inform employees of measures to take to make situations safe;
- Ensure all staff teaching PE have first aid certificates or have staff available who are first aid trained.

Role of Teaching Staff

- Ensure all children are dressed appropriately for the activity;
- Ensure all personal effects, jewelry, religious artefacts, hair slides and sensory aids (including glasses) are removed. Where earrings or religious artefacts cannot be removed, they must be taped or covered with a plaster (ideally from home). The only exception being medical bracelets.
- Undertake activities that will minimise the likelihood of harm occurring;
- Use common sense in assessing and managing the risks of all activities;
- Cooperate with the employer on health and safety issues;
- Know and apply the employer's policy for health and safety.
- Ensure good knowledge of pupils' medical and behavioural information prior to teaching any PE lesson;

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- Ensure all activities undertaken and equipment used are appropriate to the age, stage of development or ability of pupils;
- Have planning for indoor alternatives for adverse weather;
- Avoid lengthy periods in direct sunlight and always have a system for providing access to drinking water during physical activity;
- Handle students' body image issues sensitively;
- Be aware of pupils celebrating festivals which may impact on their ability to take part in physical activity, e.g. Ramadan.

Role of Children

- Feel empowered to manage risks when it comes to their own safety in order to become more progressively independent in lifelong participation in physical activity;
- Take reasonable care of the health and safety of themselves by not intentionally placing themselves or others at risk.
- Ensure all personal effects, jewelry, religious artefacts, hair slides and sensory aids (including glasses) are removed. Where earrings or religious artefacts cannot be removed, they must be taped or covered with a plaster (ideally from home). The only exception being medical bracelets.

Role of Parents/Carers

- Provide children with separate indoor and outdoor kit and sensible footwear;
- Inform the school immediately of any new medical condition that may impact on any physical activity.
- Ensure all personal effects, jewelry, religious artefacts, hair slides and sensory aids (including glasses) are removed. Where earrings or religious artefacts cannot be removed, they must be taped or covered with a plaster (ideally from home). The only exception being medical bracelets.

Contribution of PE to other Areas of the Curriculum

PE contributes to many subjects within the primary curriculum such as ICT, PSHE, Science, Literacy, Numeracy and Spiritual, Moral, Social and Cultural Development.

Resources

The school has a full range of resources to support the teaching of PE throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year.

Extra-Curricular Activities

Pupils have opportunities to develop their skills in a range of activity areas. They benefit from PE and Sport opportunities provided within the Leicester City School Sports Network; these include competitions and tournaments which are open to a large number of pupils. External coaches also provide PE and Sport lunch-time and after-school activities and pupils are actively encouraged by

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supervisory staff to be physically active. The teachers also contribute to the wider life of the school by running After School Clubs on a ROTA basis.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - National Curriculum programmes of study and attainment targets for all subjects
 - teaching and learning
 - planning
 - assessment
 - key skills
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction
 - receive health and safety training with regard to the use of PE equipment and apparatus on induction.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

Monitoring the Effectiveness of the Policy

Wolsey House Primary School

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils((England) Regulations 2000
- Education Act 2003

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)

Linked Policies

▪ Curriculum	▪ Teaching and Learning
▪ Differentiation	▪ Assessment
▪ Monitoring and Evaluation	▪ Self-Evaluation & School Improvement
▪ Special Educational Needs	▪ Gifted and Talented
▪ English as an Additional Language (EAL)	▪ Disability Non Discrimination
▪ Curriculum Intent, Implementation and Impact	▪
▪	▪
▪	▪

Headteacher:		Date:	
Chair of Governing Body:		Date:	