



Physical Education Policy

Summer 2024

PHYSICAL EDUCATION POLICY

Vision

Our vision for physical education and sport is that every child should have the opportunity to take part in physical activity on a regular basis. We hope that, through all the sporting opportunities and physical activity we offer, the children potentially develop a love and passion for sport and want to be as active as possible throughout their lives.

We strive to give as many children as possible the opportunity to compete in a variety of competitions with the aim of developing greater confidence, teamwork and sportsmanship.

We also aim to offer children the opportunity to lead sporting activities and organise games and events. As a result, we hope children learn the importance of communication, organisation, teamwork, resilience, perseverance and respect for rules.

We aim to ensure that all children are active for at least 30 minutes each day outside of their scheduled breaks and lunchtime. We do this by encouraging them to walk to and from school, being active during lessons and using active brain breaks.

Procedures and Principles

Cedar Children's Academy recognises the value of Physical Education (PE) and we fully adhere to the aims of the national curriculum. PE is taught at Cedar Children's Academy as an area of learning in its own right as well as integrated, where possible, with other curriculum areas. It is taught at a minimum of one PE session a week, and two sessions per week wherever possible. At Cedar Children's Academy we are committed to promoting equal opportunities in line with the Equalities Act, 2010 and ensure all protected categories are not discriminated against. We believe that children should have equal access to and participation in a range of physical education activities, therefore we teach PE to all children, whatever their ability.

We teach lessons so that children:

- Have fun and experience success in sport
- Have the opportunity to participate in PE at their own level of development
- Secure and build on a range of skills
- Develop good sporting attitudes
- Understand basic rules
- Experience positive competition
- Learn in a safe environment
- Have a foundation for lifelong physical activity, leaving primary school as physically active.

Assessment

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are planned to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability. At the end of each unit of work KS1 and KS2 teachers identify whether pupils are working towards, expected, or greater depth. This will allow the subject leader to see progress across the school. This information will be used to assist teachers in planning for next steps in learning and provide subject leaders with an overview of the strengths and areas for development within their subject.

Resources

PE equipment is stored safely in the PE shed in KS1 and PE resources room in KS2. Both storage units are locked and only members of staff have access. The cupboard is regularly checked by the PE subject leader to check its tidiness and organisation. Staff are advised to inform the subject leader of broken, damaged or lost equipment so that replacements can be ordered.

Funding

The School work as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and time tabling. Ultimately, decisions on funding will rest with the Head teacher. The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their children. Schools receive PE and Sport Premium funding based on the number of children in Years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on the Cedar Children's Academy website under 'PE and Sport Funding'.

Inclusion

At Cedar Children's Academy we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential. Teachers can access resources, guidance or strategies on TOP Sportsability for advice in how to include all children in every PE lesson. The PE subject leader will ensure that a range of children are selected for events, and that the number of PPG, SEND and most able pupils that attend events is monitored.

The School Sports Partnership recommends using the principle of STEP for adjusting lesson activities for differentiation.

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats etc.

P = change the people, e.g. size of the groups

Role of the Subject Leader

The PE Subject Leader is responsible for the development and monitoring of the PE curriculum. They are responsible for:

- Updating the School's Policy and ensuring other relevant policies reflect the aims and objectives of the PE policy
- Providing support and training for staff in-house, including the planning, teaching, assessing, and evaluating of the PE curriculum
- Planning and coordinating the schools Year 5 Sports Crew, this is a school initiative that encourages children at lunch times to get involved in organised sporting activities across the key stages
- Liaising with any named Governor to keep the Governors informed about developments within the subject
- Ensuring the PE curriculum resources that are available to teachers are of a good standard and quantity
- Promoting PE and Sport across the school, encouraging children's participation and celebrating both involvement and success
- Completing risk assessments for sporting events
- Organising Sports Day(s) annually
- Completing the 'Evidencing the Impact of the Primary PE and Sport Premium' document annually (liaising with the Head Teacher)

Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Thinking Schools Academy Trust and Health & Safety Policies. Advice can be sought from the staff members responsible for Health & Safety and the school's risk assessments.

PE Dress Code

- No jewellery apart from stud earrings may be worn for PE (No rings, necklaces, bracelets or watches). Stud earrings may be taped over by the child themselves. (Parents are responsible in ensuring children do not wear jewellery to school)
- Staff should wear appropriate dress and footwear for PE lessons
- All children participating in PE should wear appropriate dress
- All children should have appropriate footwear for the lesson
- Long hair should be tied back – soft ties

Non-Participation in PE Activities

- Missing a PE lesson should never be used as a form of punishing a child for inappropriate behaviour in other lessons

- Children must be encouraged to bring the appropriate kit on the correct days. (efforts should be made to communicate with parents of children who persistently “forget kit”)
- Children who do not participate in PE lessons because of injury or illness must bring a note to explain reasons or parents should communicate reasoning with class teachers
- Children should still be encouraged to play some part in a lesson even when a note has been received (complete the hat reflection sheet)
- A parent who wishes their child to be excluded from any aspect of PE must inform the school in writing

This policy will be reviewed in Summer 2026.