



Belvedere Infant & Junior School

The Pioneer Academy



Date written: **July 2025**

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Physical Education (PE) Policy

School's Vision

We at Belvedere Infant & Junior school believe that every child, every family and every minute matters. We take pride in providing a nurturing and stimulating environment that encourages children to take risks and dream big in a place they feel safe, happy and listened to. Together we will create happy memories that last forever.

The National Curriculum

Aims

With our PE specialist teachers, we deliver real skills to all abilities. We provide all of the foundation skills and the key building blocks to every child. The PE curriculum is progressive and aims at developing fundamental motor abilities, balance, co-ordination and enhancing Physical Literacy. We want our pupils to move with competence and to develop the desire to participate in all sports and physical activity. All pupils, whatever their ability, age, size, shape or aspiration can improve their fundamental movement ability and build the foundations on which future sporting performance is based.

At Belvedere, we believe that PE fosters a positive attitude leading towards self-discipline and control. Through the PE curriculum, we will help children develop the skills and knowledge of sports enabling them to compete competitively and promote the importance of physical activity and a healthy lifestyle. We want children to enjoy taking part in, develop and have the opportunity to compete in a full range of sports.

The scheme of work we follow at Belvedere and across The Pioneer Academy is 'PE Pro'. The scheme of work matches our philosophy of teaching and ensures the National Curriculum guidelines are followed.

Structure

Every child will be allocated 2 hours of PE per week. Children will experience two units/sports per half term. These units will be a mix of indoor and outdoor P.E to ensure a balance between the two. The indoor facilities used will most often be the hall. Outdoor PE lessons will take place in the playground area or the school field/astro turf pitch.

Children will come into school wearing their correct PE uniform ready for their PE lesson. Teachers will also be expected to wear suitable clothing for teaching PE.

Extra-Curricular Sports Clubs

We offer a wide variety of after-school clubs for all children which are provided by school staff and outside agencies. The clubs provided by the school will not be of any cost. Any clubs provided by external agencies are available at a small cost per session. These clubs are booked termly. Children will be informed of other opportunities in the community available to them. Children will also have the opportunity to represent the school at local borough competitions and Pioneer Academy sports competitions. Participating in extracurricular activities can enhance a pupil's experience and development physically, socially and psychologically.

At Belvedere we also track a number of children attending the clubs and create target groups to ensure there is full inclusivity at our school.

Cross-curricular links

Wherever possible, the Physical Education curriculum will provide opportunities to establish links with other curriculum areas. In all lessons, Physical Education utilises key concepts to enhance a student's understanding across different curriculum areas. These vital links between subjects allow all children to establish a sense of belonging and enhance their enjoyment and experiences within these subjects.

English

- Pupils are encouraged to use their speaking and listening skills when analysing their own and others' performances.
- Key vocabulary and descriptions are used as visual aids to enhance pupils' understanding when creating performances in Physical Education.

Maths

- Pupils will use their knowledge and understanding of measurement and data handling, such as timing tasks and keeping track of data in graphs.
- Pupils can transfer results from physical challenges and utilise these in key lessons that involve charts, tables and graphs.
- Pupils will use equations to work out differences to determine the level of their performance.

Role of ICT

ICT can be used at a whole-class level through the use of the Interactive Whiteboard, which allows the PE specialists to teach children theory, tactics and show them video clips of the children themselves or even professionals to provide role models and raise the level of aspiration for the children. There is also an assigned iPad for PE lessons only. This iPad is used to video the children practising a skill, so they are able to watch back and assess their techniques.

Videos and pictures are also used to promote PE and to celebrate the success of pupils on Twitter, the school web-page, newsletters and sports and inter-community award celebrations. Parental consent is always obtained before any images or videos are used in regards to the above.

P.E Pro uses videos for each skill and game allowing children to watch each aspect of their learning if necessary.

Role of PSHE

Through health-related fitness we are able to develop pupils' understanding of their own bodies in terms of healthy choices. Pupils are able to demonstrate a good understanding of the components of fitness and health as well as the methods of training needed to improve these components. Pupils also have an awareness of the benefits of exercise on their mental, physical and social well-being and understand how this helps them to become more focused in other curriculum areas. Hence the introduction of "Brain Breaks" this year where children are allowed a small period of time in class to be active and refocus during periods of learning.

In PE, children are taught how to play by the rules, encourage and support their teammates and how to respect referees/umpires. They are actively encouraged to communicate with their team in a kind and respectful manner at all times as well as persevering when perhaps the activity/game is not going their way.

Teaching and Learning

Teachers of Physical Education will ensure they use different teaching approaches that best suit the pupils' ability, sport or activity. Teachers ensure that a planned and progressive curriculum is delivered to continue to support and enable a child's psychomotor skills, cognitive understanding and social and emotional skills they need to lead a physical active life.

Planning

P.E Pro, the scheme of work used, will demonstrate the balance of visual, auditory and kinaesthetic elements to ensure that all pupils with different learning styles can access the learning experience. The importance of 'high quality' planning must include challenges for pupils, which involve developing:

- A sense of accomplishment/achievement
- Learning something new and wanting to learn more
- Physical and mental well-being
- A feeling of independence
- Wanting to perform well and with imagination and flair

The department will ensure that long term planning through the curriculum map shows a clear and concise outline for the units/activities to be taught within each year group for the duration of the academic year. Through medium-term planning, learning objectives and a progression of skills are planned and reviewed termly. Using the progression map, teachers will ensure they utilise the key learning objectives for their lessons and take into account pupils' needs to ensure all pupils can achieve that objective by the end of the lesson.

Assessment and Reporting

Assessment and recording

The PE specialist will use effective assessment for learning to ensure variation in the planning and accurate ability grouping.

At the end of each term, an assessment will take place. The assessments will focus on the Three Pillars of P.E (Stability, Locomotion and Object Control).

A theory assessment also takes place which focuses on their relationship towards PE, including their motivation, enjoyment and feelings.

These focuses all intertwine with the Physical Literacy belief and philosophy.

Pupils' progress and attainment scores are kept on Insight (our online assessment platform). This is then shared with parents at the end of the academic year.

PE and Sports Premium

The PE lead, Headteacher, School Business Manager and Governor will budget for the sports premium grant gifted by the Government. They will assess which areas of PE need to be improved to ensure PE is of the highest quality. Please see the PE and Sports Premium Report which is published on the Belvedere Infant and Junior School websites to see how our funding is being used.

School Sports Leaders

At Belvedere, we take pride in child-led leadership programmes. We have a 'Sports Leader' programme running whereby children from Year 6 run daily activities for lower school children, promote all sporting events and assist with whole school events such as sports days. These children are trained to referee, lead and manage small groups of children, working alongside the adults to improve physical activity across the school.

30:30 Active Minutes

We achieve the national requirement of 30 minutes of Physical Activity during the school day in various different ways.

- PE lessons: Children have access to two hours of P.E each week.
- Extra-curricular clubs: There are a number of lunch and after school sports clubs. Clubs run by school staff are free.
- Sports Leaders will run organised physical activities every lunch time which is available to all children, with multiple different physical activities running.

Equipment and Resources

PE Kit

PE kits should be worn into school on the days each child has PE.

The following kit should be worn: -

Outdoor P.E kit: Navy tracksuit bottoms or leggings, a plain white PE t-shirt, trainers or plimsolls and their school jumper. Children are allowed to wear additional seasonal clothing if they wish (sun hats, gloves etc.) Scarves are not permitted due to the high risk of neck related injuries.

Indoor P.E kit: Plain white PE t-shirt, navy blue shorts, socks, trainers or plimsolls.

Tracksuits (including tops with hoods) must not be worn. During cold weather, children must wear tracksuit bottoms or leggings with their school jumper and in gymnastics bare feet is required due to health and safety and for improved quality of movement.

Personal effects, such as jewellery, (including body piercings), watches, hair slides and sensory aids including glasses, should ideally always be removed to establish a safe working environment.

Long hair should be tied back for every lesson with a suitably soft item.

Any religious belongings should be removed or made safe.

Disclaimers from parents alleging the removal of responsibility from teachers in the event of an injury occurring while their child takes part while wearing jewellery, personal effects or non-policy clothing or footwear should be declined.

Continuing Professional Development

Opportunities are taken by the PE subject leaders and colleagues to attend Continuing Professional Development (CPD) as and when appropriate, to increase confidence and competence to deliver high quality PE. Following the training, all staff should provide a brief summary of learning points and disseminate to the rest of the staff. The subject leader collates the information and evidence on the effective use of the PE and school sport premium. All staff are briefed on safe practice and know where to find the PE policy and the AFPE Safe Practice document

Health and Safety

Equipment

A) Managing equipment

Equipment is continually checked by inspection and maintenance teams as well as staff who continually risk assess before teaching their lessons. Equipment is continually checked with an audit taking place regularly to ensure replacements are ordered if needed.

Pupils are taught to lift and carry equipment safely from an early age. They know how many people are needed to carry and place specific items of equipment and how to carry correctly. A video of handling our gym equipment can be found on the staff shared drive.

All equipment should be visually checked prior to using it to ensure it is safe to use, assembled correctly and not damaged or faulty. Pupils should be involved in reporting any faulty equipment in line with their age, ability and previous experience. Where equipment is deemed unsafe but repairable, it is removed from the working area and clearly labelled as unsafe until it is repaired.

B) Mats/gymnastics equipment

Mats are designed to absorb impact when landing on their feet. Therefore, they will be placed as suitable landing areas for pupils when working on large apparatus. They also provide a suitable cushioned area for aspects of floor work (e.g. developing rolling).

C) Storage of PE Equipment

Most of the equipment used for games lessons is kept in the locked inside and outside containers/shed. Gymnastics equipment is stored in and around the hall itself, and the ladders from the wall bars are safely and securely placed on the inside.

It is the responsibility of all staff to ensure that the equipment is replaced tidily in order to minimise the potential for tripping and to allow safe accessibility for pupils to pick up and transport it to the site where the equipment is being used.

First Aid

The PE subject leaders work with the 'appointed person/people' to plan first aid arrangements for sporting events off-site, both PE leaders are First Aid trained.

PE teachers must attend all CPD in regards to first aid within the school as well as ensure they have the medical profile of all students they teach. They may need to take a walkie-talkie with them from the office if a pupil with these needs is present in their lesson. PE teachers know who the first aiders are in their establishment and have a clear understanding of the protocol when faced with an injury or medical emergency.

Transportation of pupils

Pupils, where possible, will travel to competitions or events using the Pioneer mini-bus. Where this is not possible pupils may be transported by their own parent/adult with parental responsibility. Pupils may travel with the other parents but consent must be given to the school office, or indicated upon the 'return slip' by that pupil's parent. Parents also need to be aware that if they are transporting individuals other than their own child, they may need to check they have business insurance on their car insurance policy.

Equal Opportunities

Inclusion and Equal Opportunities

At Belvedere, we are committed to inclusion in all aspects and ensure that all children, regardless of ability, race, gender, culture or SEND, are given appropriate opportunities to access the curriculum. In order to achieve this, we provide a differentiated curriculum and, where possible, additional support. Visual aids and a variety of equipment is used to enhance pupils' knowledge, understanding and progress within the lessons. This is achieved by weekly planning, medium term planning and long-term planning to ensure each lesson provided is inclusive for everyone.

Teachers can access the PE curriculum map and enhanced lesson plans for all activities and sports taught within the school. The lessons ensure they have a clear objective with steps to success for all children taking part. Teachers should conduct their own risk assessment plan to ensure that they apply effective principles of safe practice. Monitoring and assessment should be seen within the whole lesson to check and guide pupil progress to enable them to achieve the lesson objective.

Medical needs - pupils who have suffered an injury, had a medical operation or have been advised by their doctor to not participate in PE or physical activity, may be excused from practically taking part in PE lessons until recovered. The child will be given a different role to undertake e.g. umpire, coach or commentator or may be asked to work in another classroom depending on the severity of the medical need.

Parents will need to speak to the School Office, bring any medical documents and/or a written letter to the class teacher/PE Teacher explaining their child's condition. The appropriate action will be taken to ensure their own safety and to aid recovery. Once the child has recovered, this needs to be passed on via a letter to the School Office, then resulting in reconvening the participation in PE and all physical activity (including break times/lunchtimes).

Monitoring and Evaluating

This policy will be monitored and reviewed annually and should ensure that the following key factors are adhered to:

- Producing a flexible scheme of work, with lesson ideas to support its implementation.
- Supporting colleagues in all aspects of the curriculum.
- Maintaining and replacing equipment.
- Ensuring areas for lessons are safe.
- Assisting with recording keeping and assessment of the subject.
- Monitoring the teaching of the subject at school.
- Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves.
- Ensuring that pupils have the opportunity to become involved in extra –curricular clubs to further develop skills and talents.
- Ensure standards remain high in each year group through effective monitoring of the subject.
- Implementing opportunities for further growth such as Sports Leaders, G2BMe ambassadors and competitions.
- Celebrating achievements through, school assemblies, sports awards, school colours, intercommunity awards and social media.

The subject leader will monitor teaching and learning in Physical Education, ensuring that the content of the national curriculum is covered and that pupils receive a balanced and creative curriculum that aids their development socially, physically and psychologically.

Specialist PE teachers are expected to meet 3 times a year across the academy to ensure that effective planning, monitoring and assessment are reviewed to allow continued development to take place.

Other policies to be read in conjunction with this policy

- ❖ Whole school Equal opportunities / Inclusion
- ❖ Whole school Teaching for learning/Assessment