





PHYSICAL EDUCATION POLICY

Date Reviewed	19 th March 2026
Signed Headteacher	
Signed Chair of Curriculum & Standards	
Date Revised	Spring Term 2028

Context

This policy outlines the purpose and management of the teaching and learning of Physical Education at Rednal Hill Infant School. It is a statement of our schools agreed approach to the PE curriculum and informs teachers, support staff, coaches, governors, parents and interested others.

The Importance of Physical Education in the Curriculum

PE develops children's physical competence and confidence. It promotes physical skill, development and knowledge of the body. It provides opportunities for children to be creative, competitive and to face challenges as individuals, in groups and in teams; moving and working together with imagination, and finding their own solutions to problems. It promotes an understanding of safe practice and the responsibility for their physical safety. It is also essential in promoting a positive attitude towards an active and healthy lifestyle amongst children. Through PE, children are given the opportunity to compete and develop a broad range of skills, building character and embedding values such as fairness and respect. Within each individual the ultimate aim is to create a keen, independent and lifelong commitment to physical activity.

Aims and Objectives

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities.

We aim to promote the following attitudes and behaviours towards Physical Education:

- An enjoyment of physical activity
- The ability to cooperate and work collaboratively with others
- The ability to explore, develop and practise their ideas
- An ability to persevere in challenging activities in order to improve
- To develop a sense of fair play and sportsmanship
- A commitment to staying healthy through good hygiene practices, physical exercises and healthy eating

Objectives

Through Games, Gymnastics and Dance activities we aim to provide a broad, balanced and differentiated Physical Education programme that enables the majority of children by the end of the key stage to meet the required key objectives.

Key Stage One:

The national curriculum requires a child at the end of key stage one to be able to:

- Master basic movements including running, jumping, throwing and catching, as well as development balance, agility and co-ordination and begin to apply these in a range of activities
- Participate in team games, development simple tactics for attacking and defending
- Perform dances using simple movement patterns

Foundation Stage:

By the end of the foundation stage the children should be able to:

- Show good control and co-ordination in large and small movements
- Move confidently in a range of ways, safely negotiating space
- Handle equipment effectively, safely and with control
- Know about and make healthy choices in relation to healthy eating and exercise
- Dress and undress independently, successfully managing fastening buttons or laces
- Play co-operatively, taking turns with others; taking account of one another's ideas about how to organise their activity

Teaching and Learning

At Rednal Hill Infant School we adopt the PE Hub curriculum for Reception and KS1 for gymnastics, games and dance. Nursery use the descriptors set out in Development Matters and Birth to Five guidance to develop core physical skills within the environment.

Planning the PE curriculum

The planning of PE is the responsibility of the class teacher / sports instructor:

Planning is used to:

- Set clear achievable goals
- Ensure work is matched to children's abilities, experiences and interests
- Ensure progression, continuity, and subject coverage
- To provide assessment criteria and evaluation of teaching and learning
- Ensure that a balance of the 4 aspects from the national curriculum is taught (KS1).

Inclusion

Similarly, to all other curriculum areas, the class teacher will consider how the lesson can be adapted to ensure all children can access lessons and work towards achievable goals. When making adaptations consideration will be given to:

- Space
- Task
- Equipment
- People

These headings should be used to vary activities making them more manageable to achieve or increasing the challenge for individual / groups of children as appropriate.

Assessment

Assessment is an important element of PE that ensures sound progression is made by children in PE. The class teacher monitors and assesses the children's attainment and progression in PE through the use of observational assessment and core tasks. Assessment for learning is used to make adaptations to the planned activities to either secure skills through repeated practice or extend skills. A comment is made by the teachers in the end of year report, which provides information on how the child has progressed in PE.

Time Allocation

Children in KS1 have two timetabled PE slots. One of the allocated slots is led by the class teacher, and the other is led by a sports instructor.

In the Foundation Stage, Reception classes have one allocated hall slot for PE, and access the outdoor area and classroom activities for additional planned opportunities to meet their physical development. Through a range of activities, children are able to improve the skills of coordination, control, manipulation, movement and the encouragement and enjoyment to be healthy and active; this includes Balanceability.

All children also have access to the school's 'track' which they can use during the day and at lunch times. The Track supports the development of the school values of responsibility and trust as well developing children's understanding of the need to keep active.

Out of School hours learning

We believe that extra-curricular activities are an important part of a child's education as they enable children to develop particular skills and further their interests in one or more areas. Activities offered

are aimed at children of all abilities, although some are aimed at specific year groups. Multi-skills is offered to children in Year 1 and Year 2 and bespoke clubs for EYFS. It aims to offer children the opportunity to experience a broad range of activities, with children sustaining high levels of activity throughout.

Safe Practice of PE

Dress Code for P.E.

Children participating in PE in the hall should wear an appropriate school PE kit.

The school PE kit consists of:

- Shorts
- T-shirt
- Bare feet (if working in the hall)
- Trainers (if working outside)
- Jogging bottoms may be worn when working outside
- Long hair should be tied back
- Glasses continued to be worn if necessary

Jewellery (watches, rings, necklaces) must be removed, and children should be encouraged to remove their own earrings. If a child is unable to remove their own earrings they must arrive at school with their earrings suitably and securely covered with tape.

If a child does not have their kit they must borrow some kit from school. Every child should join in P.E. sessions unless there are exceptional circumstances. P.E. lessons should never be used as a behaviour modification strategy i.e. a child must not miss a P.E. lesson as retribution for bad behaviour.

Teachers should ensure they wear clothing that does not restrict their own movements, including suitable footwear or bare feet as appropriate.

Health and Safety

It is the responsibility of the class teacher to monitor the safety of the children at all times during the PE lesson. The children are taught how to use and handle equipment safely and should be encouraged to set up PE equipment as part of the session. PE mats should be placed by apparatus to reduce risks, not as a safety precaution. Any Health and Safety issues associated with equipment/situation should be discussed with the children prior to using the equipment / starting the lesson. Continual dynamic risk assessments should be carried out by the teacher throughout sessions to ensure everyone's safety. Children should be taught to carry and manoeuvre apparatus safely.

The pupils must be supervised at all times. Students on teaching practice must have a teacher with them whilst teaching a PE lesson to provide direct supervision.

Celebration and Achievement

Children's sporting achievements (both at and out of school) are celebrated in our weekly Congratulations Assembly. Children are always encouraged to present their sporting trophies and certificates during this assembly. At the end of each term, children involved in after school clubs such as multi-skills are presented with certificates to celebrate their achievements.

In the event of an accident the following procedure must be followed:

- Stop the class and sit them down, making sure they are not in any danger.
- Send a message to the office for help.
- If necessary, the child should be seen by the schools designated first aid person and by a senior colleague who will make the decision about further treatment.
- The teacher in charge must fill in an accident form which is available from the office, record the injury in the first aid book and where appropriate inform the child's parents (note / phone).

