Hayes Meadow Primary School PE Policy

Reviewed June 2026 SW

THE IMPORTANCE OF PHYSICAL EDUCATON

Physical Education greatly contributes to the overall education of young people and has the potential to prepare children for many aspects of adult life. Essentially Physical Education develops children's physical competence and confidence, and their ability to use these to perform in a range of activities. However, it does much more than this, children participate in co-operative and challenging activities. Through these activities children develop problem-solving, decision making and interpersonal skills. They are also provided with the opportunity to explore their own creativity and to appreciate others. Physical Education teaches children how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. During this process children discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity. Through Physical Education we can promote positive attitudes towards active and healthy lifestyles and appreciate the importance of looking after our bodies and minds. Research supported by the Mental Health Foundation has identified that:

'Physical activity has a huge potential to enhance our wellbeing. Even a short burst of 10 minutes' brisk walking increases our mental alertness, energy and positive mood. Participation in regular physical activity can increase our self-esteem and can reduce stress and anxiety. It also plays a role in preventing the development of mental health problems and in improving the quality of life of people experiencing mental health problems.'

AIMS

• Promote and support curriculum P.E. for all children as an entitlement through their education and follow the National Curriculum (2014) guidelines

• Provide experiences and resources which promote knowledge, skills and understanding

• Provide learning experiences which promote self-confidence and personal development, creativity and 'healthy' competitiveness

• Promote a P.E. curriculum with relevant differentiated experiences

• Promote progression and continuity through careful curriculum planning and monitoring of each child in line with the school assessment and recording policies

• Promote opportunities for children to further develop physical skills through an extended curriculum

• Promote the continuing development of expertise and confidence in P.E. for all relevant members of teaching staff

• Recognise ways in which computing skills may be incorporated into and developed by the P.E. curriculum and used to enhance the experiences of all children

• Promote aptitudes, ability and preferences to get involved in lifelong physical activity

• Promote the safety issues related to the subject.

• Promote the participation in inter-school competitions.

IMPLEMENTATION

• Children are taught and supported by and work alongside their class teacher as well as experienced coaches from outside agencies. Activities the children will experience throughout the school include invasion games, striking and fielding games, net and wall games, gymnastics, dance, swimming and athletics.

- ECT's and staff are supported by the subject leader and coaches from Progressive Sports to increase confidence in teaching PE, as identified through staff questionnaires and conversations.

• All classes in KS1 and KS2 are allocated hall and field time to implement two hours of curriculum provision.

• Extra-curricular activities are provided by staff and external coaches.

• Opportunities are available for Reception, Key Stage 1 and Key Stage 2 to take part in extra-curricular activities.

CURRICULUM AND PLANNING

The curriculum focus for each year group/each half term is detailed on the half-termly timetable. Each class teacher is responsible for their own planning in conjunction with the key knowledge outlined in curriculum folders using 'Twinkl PE Scheme'. Staff will ensure skills and vocabulary progression are taught explicitly, throughout the school – again, as outlined in documentation in curriculum folders. Some staff will work with the subject leader to co-plan units if they are unfamiliar or need support in developing sequential learning in PE. Learning is domain-specific, although links can be made explicitly by the teacher to other domains or encourage the children to make these links. The pillars of progression in PE have been acknowledged and considered during planning of the curriculum: motor competence; rules, strategies and tactics; and vocabulary. Teachers will outline procedural (knowing how) and declarative (knowing what) knowledge within lessons.

RESOURCES

P.E. takes place in four areas in and around school premises:

1. The hall which is equipped with climbing frame, boxes, benches and mats.

2. The playground which has a netball court marked out.

3. The playing field. This has a football pitch and grid section marked out in the autumn and spring terms. A running track and rounders pitch is marked out in the summer term.

4. Children swim at Lichfield Leisure centre.

The Foundation Stage also use their outdoor areas and playground.

All resources are stored in the outdoor sheds or in the central P.E. store in the hall.

Resources are inspected by the County and any damage is requested to be reported to the P.E. Leader as soon as possible. These inspections are carried out by Sport Safe UK, along with any repairs. Staff ensure a visual inspection of all equipment takes place before each PE lesson.

PE CLOTHING

Children should adhere to the school dress code when they are participating in PE, games, swimming or similar activity. A letter will be sent home if a child fails to have the expected kit. Not having PE kit in school will not be a barrier to children participating in PE activity.

Spare kit is provided when pupils do not have kit in school.

ASSESSMENT, RECORDING AND REPORTING

Children are assessed against the key knowledge outlined in the school curriculum document based for their year group: key knowledge from the unit is identified; pupils who have not met or achieved the key knowledge are identified; and possibilities for pupils in future units are considered during the process of assessment. Visual evidence of pupils performing key knowledge and outcomes is used by teachers to make judgements, as well as observing in lessons.

INCLUSION AND EQUAL OPPORTUNITIES

We are committed to ensuring that all pupils have equal access to a broad, balanced and ambitious Physical Education curriculum. In accordance with the school's Inclusion Policy, Equality Objectives, Accessibility Plan and the Equality Act 2010, all pupils, regardless of gender, ethnicity, religion, disability, special educational needs, background or ability, are encouraged and supported to participate fully in PE, school sport and physical activity.

Teachers use adaptive teaching strategies to ensure all pupils can access learning, make progress and experience success. Pupils identified as having Special Educational Needs and Disabilities (SEND), medical needs, or those who are recognised as more able in PE, are provided with appropriately differentiated opportunities that challenge and support their individual development.

We use the STEP Framework (Space, Task, Equipment and People) and the principles of the Activity Alliance Inclusion Model to promote meaningful participation for all pupils. Adaptations may include:

- Adjusting the size or organisation of playing areas.
- Modifying tasks, rules, timings or success criteria.
- Using adapted or alternative equipment, including larger, lighter, softer or auditory equipment.
- Providing additional adult support, peer support or alternative groupings.
- Offering alternative methods of communication, including demonstrations, visual aids and task cards.
- Providing access to inclusive and para-sports activities where appropriate.
- Allowing additional processing time, movement breaks or adapted expectations to meet individual needs.

Where necessary, personalised adaptation plans are developed in partnership with parents/carers, health professionals and external agencies. These plans take account of medical advice, Education

Health and Care Plans (EHCPs), Individual Education Plans (IEPs) and risk assessments where appropriate. Individual arrangements are reviewed regularly, and at least termly, to ensure they continue to meet pupils' needs.

Teaching staff consider the four broad areas of need identified within the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

Reasonable adjustments are made to enable all pupils to participate safely, confidently and successfully in PE lessons, extracurricular activities, intra-school competition and wider sporting opportunities.

The school values diversity and promotes an inclusive sporting culture where every child is encouraged to develop confidence, resilience, teamwork, physical competence and a lifelong enjoyment of being active.

TECHNOLOGY

Technology is available to be used to support the delivery of PE. Tablet computers, digital cameras, videos etc. are encouraged to be used to record, discuss and evaluate performances in PE.

TALENTED PUPILS

Provision for those children identified as talented in sport

• Lessons will be suitably differentiated to ensure a challenging curriculum.

• Curriculum enrichment opportunities will be available (sports leaders, links with high

school).

• Pupils will be actively encouraged to participate in extra-curricular activities provided

by the school and signposted to external clubs.

• An absence due to sporting activities to develop their sporting potential will be

authorised.

EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities take place throughout the year and are available for all pupils in KS1 and KS2. Extra-curricular sessions are delivered by coaches from Progressive Sports or teaching staff at the school. Teaching staff are also encouraged to run a club for one half-term at some point during the year and Risk Assessments are also produced for these. Staff delivering club complete registers to ensure children arrive and leave the club safely. Children are consulted with regards to the choices of sports clubs offered.

P.E HEALTH & SAFETY GUIDELINES

This information has been taken from 'Safe Practice in Physical Education, School Sport & Physical Activity'. Bullet points indicate what we should be doing as a school.

Jewellery

All jewellery must be removed.

Taping of jewellery can create a perception of safety and is not permitted. Tape can often fall off and does not reduce the risk of compression injury. Where jewellery cannot reasonably be removed, a child will be removed from the "physical" element part of a lesson where safety is compromised. This should be a measure of last resort. It is essential to refer to the removal of all piercings prior to each lesson.

Barefoot Work

It is quite normal for children to participate in indoor Physical Education activities in bare feet.

A child with a verruca or another communicable condition should wear protection whilst it is present, as these may be associated with tenderness and pain. Generally, a gymnastic slipper provides an acceptable answer.

So...

• Children take part in P.E lessons with bare feet.

• If they have a verruca they can use pumps.

Mouthguards

The debate within the PE and sport profession, during recent years, has been to agree a level at which players can be introduced to these games safely without mouthguards. In reality, these activities in schools are potentially as dangerous as competitive games at representative level, although one might argue that the slower speed of the games would reduce risk. As a consequence, mouthguards are strongly recommended for all contact rugby activities and for hockey and lacrosse lessons, games and fixtures. Schools are advised to set appropriate policy and procedures to ensure that they have take all reasonable care to protect young people with regard to mouth and dental injuries.

So...

• When using hockey equipment, we must make sure that activities are controlled, and

hazards are discussed with children as a planned part of the lesson.

• A risk assessment for this activity is essential.

• All children need a mouthguard and shin pads when using hockey equipment.

Swimming & Goggles

Goggles should only be worn by children who suffer excessively from the effects of water chemicals.

So...

• Children should not be wearing goggles.

• If children do wear goggles due to eyes being adversely affected by chemicals they must be made of unbreakable plastic or rubber.

• Children wearing these must be taught to take them off by slipping them over the head, not stretching them away from the face.

• Signed permission from parents or carers must be received by the school.

Things to Remember

• Consent forms signed by parents have no standing in law.

• You naturally do a risk assessment before each P.E / Games lesson. Children can be encouraged to look for and think about hazards.

• Any injury sustained in a P.E/ games lesson must be recorded as the Health and Safety policy explains under Health and Safety regulations.

Lifting Apparatus

As with all bending and lifting, children and adults alike should be encouraged to lift at the knees with straight arms and backs.

Large mats- 1 child to each side.

Small mats- 1 child to each side.

Benches- 1 child at each end. Facing the bench / other lifter.

Boxes- 1 child to each corner.

Ladders- to carry: 1 child at each end facing ladder /other lifter. To place ladder onto climbing frame it is advisable for an adult to help.

Climbing Frame

Children should be shown how to fix frame into the floor. All fixings should be checked by adult before use.

• Heavier pieces of equipment should be moved with adult help. All movement of apparatus should be done under full adult supervision.

• Children should always be reminded of health and safety before and as part of P.E sessions.

• Equipment should be moved in silence to alert of any accidents. Children should know the emergency whistle. Three long blasts of the whistle and freeze.

• Children should be warned of surrounding objects that may be a trip hazard etc. Piano, radiators, benches, curtains, doors and handles.

• A 'Do Not Use' sign should be placed on any damaged equipment including mats,

communicated to all staff and reported to P.E leader.

General Safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils are taught:

• About hazards, risks and risk control

• To recognise hazards, assess consequent risks and take steps to control the risks to

themselves and others

• To use information to assess the immediate and cumulative risks

• To manage their environment to ensure the health and safety of themselves and

others

• To explain the steps they take to control risks

THE ROLE OF THE P.E. LEADER

The P.E. leader is available to give guidance and support when required in planning and assessment of all units. The P.E. Leader is responsible for monitoring planning and assessment throughout the year to ensure quality PE. In addition to this, it is the PE Leader's responsibly to ensure the appropriate curriculum is delivered across the school, in lesson and extra-curricular clubs. The PE Leader will also analysis assessment data, evaluate delivery of lessons and resource PE equipment.

APPENDIXES

Adapting Physical Education at Hayes Meadow
Adapting Physical Education for children with SEND at Hayes Meadow
Personal Access Plan

POLICY SHARING AND REVIEW

The policy will be made available to parents and guardians when requested.

This policy is written 'with due regard' for advancing equality of opportunity, fostering good relations and tackling discrimination. Dyslexia friendly guidelines are adhered to.

This policy has been written with due regard to GDPR

Adapting Physical Education for children with SEND at Hayes Meadow

Adaptation for children with SEND for Physical Education Following the expectations laid out by the SEN code of practise, the following adaptations are made for individuals who need something that is in addition to or different from others in the class.

Area of need	Barrier / learning challenge	Adaptation
Cognition and learning	Understanding the task	• Physical modelling and signals. • Repetition • Adult support – pictures / cards of task. • Bigger space. • Working with other children to can model activity as well. • Pre-teach.
Communication and Interaction.	Understanding the rules of the game and not being able to follow the instructions.	• Modifying the task, let them choose space, task, resources, or people. • Take their own responsibility for learning – differentiating to allow them to access team work. • Adult support / clear instructions. • Picture cards provided to support understanding.
	Communicating with others during a game.	• Think of a signal between group to support communication.
Social, Emotional, Mental Health	Anxiety towards new / unfamiliar tasks or games. Fear of getting it wrong.	Modifying the activity, e.g. the expectations, coach / player model, being the cheerleader. • Working in zone (smaller groups) • Grouping children by similar ability. • Social stories / encouragement. • Talking to individuals about anxiety and what could be done to improve / help. • Working with parents about having the right kit, what they enjoy at home and clubs they could join. • Coming to school prepared and in kit. Challenging behaviour
	Challenging behaviour	• Allow sensory breaks. • Modifying the activity and expectations. • Smaller groups / clear instructions / adult support.
	Refusal to join in	• Explaining to all children the importance of PE: in addition to the physical side, teamwork, determination, sportsmanship, social and emotional skills are also included.
Sensory and Physical	Physical Impairment with a diagnosis and health reports	• Modified resources e.g. different sized balls, more / less space, more / less time. • Adult support. • Modified tasks. • Class taking part in para sports like a balloon volleyball,
	Visual Impairment with a diagnosis and health reports	• Adult support • Walk through of equipment. • Resources e.g. ball with a bell in. • Use of a larger or smaller space. • Differentiated task.
	Hearing Impairment with a diagnosis and health reports	• Clear physical instruction / modelling. • Clear signals known by child /class. • Key signs and visual aids

Adapting Physical Education at Hayes Meadow

Adapting Physical Education (PE) lessons for children with physical needs ensures everyone can take part, build skills, and enjoy movement.

At Hayes Meadow we use a structured frameworks based on the STEP tool (Space, Task, Equipment, People) and the Activity Inclusion Model to modify activities effectively using resources from activity alliance disability inclusion sport Activity Alliance | Disability Inclusion Sport.

1. Space Adaptations
   - Adjust area size: Make the playing area smaller to reduce fatigue and travel distance, or larger to allow slower-paced movement or wheelchair turning circles.
   - Create zones: Divide the pitch or hall into zones so children can stay in a smaller, manageable area rather than covering the whole space.
   - Remove hazards: Clear the floor of obstacles and ensure non-slip surfaces are used for mobility aids or wheelchairs.

2. Task Adaptations
   - Modify rules and goals: Allow rolling instead of throwing, walking instead of running, or taking extra turns/time to complete a movement.
   - Alternative movement types: Allow seated variations for push-ups, pull-ups, or ball drills.
   - Incorporate inclusive sports: Introduce para-sports and seated games like Boccia, target golf, balloon volleyball, or seated/indoor curling.
   - Break tasks down: Teach complex skills in smaller, step-by-step chunks (e.g., mastering ball control in place before adding travel).
   - Modify the length of time for each activity, enable pupils to take breaks when needed and provide a space/area for them to sit if needed.

3. Equipment Adaptations
   - Change ball and object types: Use larger, softer, lighter, or slower-moving balls (such as beach balls, foam balls, or bell balls) that are easier to track and catch.
   - Modify implements: Use shorter or lighter bats, oversized rackets, or handle attachments to improve grip.
   - Support stability: Use adaptive aids like stability cushions, pool noodles, or designated targets placed at lower heights.

4. People (Social & Support) Adaptations
   - Pair with a PE buddy: Assign a supportive, empathetic peer to help guide, encourage, or partner up during drills.
   - Adjust team sizes: Balance numbers on teams or assign specialized functional roles (such as playmaker, tactician, or scorer).
   - Collaborate with specialists: health professionals to align with diagnosis, reports, aims and suggestions, care plans and/or individual education plans (IEPs).