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Physical Education Policy

Date Written	September 2026	
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Approved by:	(CoG)	Date:
	(EHT)	Date:

The school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

Aims

1. Ensure PE is inclusive to every child and that all children are engaged in physical activity.

2. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school as recreation:

    - By developing a positive attitude and interest in a wide range of physical activities.
    - By raising awareness of issues regarding Health Related Fitness.
    - Supporting children's mental health.

3. To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.

4. To contribute to the intellectual development of each child:

    - Aesthetic appreciation and understanding of Dance and Gymnastics.
    - Knowledge of a wide range of sports.
    - Learn sport related language.

5. To help establish the individual child's self-esteem and confidence. To develop social skills (cooperating in groups, playing fairly to rules, mixing with children from other schools).

6. To ensure that every child is included in at least one Level 1 competition (competition within the school)

Supporting Legislation

This policy has been written in response to *National Curriculum in England: framework for Key Stage 1 to 4 (2014)*. A copy of this document can be accessed by following the link below:

https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum

Guidelines

Moorcroft Wood Academy will:

- Follow a broad and balanced PE curriculum fulfilling the demands of the 2014 National Curriculum.
- Aim to ensure every child moving on to secondary school can swim 25m and has basic water skills.
- Ensure every child has to opportunity to represent Moorcroft Wood Academy in a competitive sports fixture either within school or at one of the Lighthouse Multi Academy Trust events.
- Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate, where possible, into other curriculum area (e.g. active maths and active literacy).
- Develop programmes that meet the needs of all the children, providing equal opportunities – inclusion of SEN and physical disabilities.
- Ensure children wear the Moorcroft Wood Academy expected P.E. kit. for all lessons.
- Adapt lessons for children with disabilities and medical conditions, taking into account children with special needs, through modified and mini versions of games and practices. While still keeping the children involved.
- Provide enjoyable experiences, where positive attitudes of sensitivity, co-operation, competition and tolerance may develop
- Ensure a wide range of afterschool clubs are made available.
- Create links with local clubs in the community

The P.E Curriculum

Curriculum Framework

Our sports coach uses the curriculum framework as a starting point when planning their work in Physical Education. The framework has been devised to ensure adequate coverage of the National Curriculum six activity areas specified by the National Curriculum and a progression of skills. Across the academic year the children will be taught a range of skills and sports which is outlined in our overview and subject MTP's.

Topics

Basic Lesson Plan

- GAMES: CRICKET, HOCKEY, ARCHERY, BASKETBALL, FOOTBALL AND ROUNDERS

All sessions are designed and planned using four stages:-

1. The warm-up – All our warm ups are based on working the pupils fundamentals, skills such as basic movements, co-ordination, space awareness, agility, speed, body control, reactions and decision making. The activity, length and tempo of the warm up is dependent on the session that will be taking place.
2. Try it – the children get the chance to play the game and try to learn from their own mistakes
3. Coach it – once the children have tried the game, then step in to coach it and demonstrate the techniques needed before they play it again.
4. Progress it – session is either progressed to individuals or as a whole to the entire group.

KS1 will focus on learning key skills of specific sports and basic laws of the sport. KS2 will put key skills into sport specific competitive situations.

- PE

Dance – In Autumn term, all children take part in Dance through PE. Lower phase explore movement through the style of 'tap'. The children will focus on learning the tempo change in music before then learning a simple routine. Middle phase explore music by creating a routine in the 'contemporary' style and develop their own dance warm up before learning a routine. Upper phase learn a more 'hip hop' complex routine before working in small groups to develop their own routines.

Gymnastics – During Autumn term, all children also take part in gymnastics through PE. Key elements taught during this time are body control and presentation. KS1 work towards a routine they can perform while KS2 learn a different range of skills before placing what they have learnt in their own performance.

Athletics – Over Summer term, all children take part in athletics. KS1 take part in different skill based running games. KS2 have the chance to try out all aspects of athletics including both track and field.

- EYFS

The Early Years teachers use the September 2021 revised Development matters/ Birth to 5 document to plan adult led lessons and independent activities for the children to access through continuous provision. The different aspects of PE are encompassed within Physical Development in the Foundation Stage Curriculum, however elements can also be found in Literacy. Although elements of physical development are planned throughout the day, the children also receive weekly PE lessons which are taught by the PE coach.

The PE leader/ PE coach plan EYFS lessons following the revised September 2021 curriculum. EYFS lessons will run similar timetables as the rest of the school. Fundamental skills will be taught all year. Gymnastics will also be taught in term 1, dance in term 2 and running races in term 3.

Key EYFS targets to consider will be;-

- Revise and refine the fundamental movement skills.
- Go up and down steps/stairs, or climb up apparatus.
- Start taking part in group activities and teams. Become increasingly able to use and remember sequences and patterns.
- Match their developing physical skills to tasks and activities in the setting.
- Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics and sport related skills.

Further Points to Consider

- Insist on correct and safe PE kit - see section in Health and Safety.
- Use both coaches and pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.
- Generally, sit the class down when showing demonstrations. Make sure they are watching and listening.
- Teach boys and girls together - in general insist on mixed groups and sometimes mixed pairs.
- Select a mixture of competitive and non-competitive (skill) activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games where the weaker players will have little contact with the ball.
- Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In Dance and Gymnastics, this will encourage less confident children to be more involved in a group activity. This will also enable the more able children to develop leadership and communication skills.
- Encourage honest competition and the idea of doing one's best - work towards children refereeing their own games.
- Choose suitable equipment for the age and ability of the pupils - e.g. in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.
- Count equipment in and out but use pupils, where possible, to help.
- Encourage active participation in clubs outside of school.
- Identify children who need extra support.
- Identify ‘Gifted & Talented’ pupils and explore ways to continue their development.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - e.g. when to use a bounce pass in netball rather than an overhead pass.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.

Health and Safety

PE KIT

All children are encouraged to attend school in the relevant P.E kit on their selected P.E days.

General Points

- Sport coach should also wear appropriate clothing.
- Jewellery must be removed (loose religious items may be taped down). Teachers will not take responsibility for looking after jewellery.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern is non-participation is established for a variety of reasons (including child protection issues).

- In all other PE lessons, children not participating should remain with their class: helping in the lesson or doing PE related work.

Children Without A Kit

At the beginning of each term parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head. A child who has forgotten their kit should first be reminded by the teacher. If it is an ongoing problem, an informal conversation with the parents would be appropriate.

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes a friend should be sent with the injured pupil to go to the school office for a plaster if necessary.
For serious accidents (head injuries, serious cuts or suspected fractures) the coach should stay with the child and send a teacher or a child with the Red Triangle to the nearest adult, After the incident the teacher must complete an accident report form which is available in the office.

Medical Conditions

It is the responsibility of the coach to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

Swimming

By the end of KS2 (Year 6) pupils should be able to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively – for example, front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations.

At Moorcroft Wood Academy children in Key Stage 2 attend from the Autumn Term at Darlaston Swimming Baths.

Our swimming sessions are planned, taught and assessed by an ASA trained teacher employed by the Council by arrangement with the local pool at Darlaston Swimming Baths. Lifeguards are always on duty during our lessons: they are provided by the pool. School staff supervising the children should make themselves aware of the Fire Procedures and ensure the children are also aware.

'The teacher responsible for the teaching of swimming should hold at least a pool rescue certificate. At the pool, children should be counted in and out. They must be made aware of safety procedures. Goggles should not be worn unless medical advice states to the contrary. They should never be worn for diving. Earrings must be removed for swimming. Taping over is not safe as the tape may become dislodged and cause further hazard.'

Equipment and Resources

Locating Equipment

P.E equipment for all classes is kept in the store cupboard located in the main hall.
Any new equipment required can be ordered through the PE Lead and an audit will take place annually.

Safety

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE co-ordinator and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught the established Moorcroft's method of carrying Gymnastics apparatus (to ensure consistency throughout the school).

Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence in the 6 activity areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all children are fully involved.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support EAL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator. They may then be further extended.

Equality

Teachers will ensure that all children have fair access to the PE curriculum, regardless of gender, race, or ability, in accordance with the academy's Equality objectives and Policy.

(See our Equality statement and objectives Policy and Anti Bullying Policy for more information).

Recording and Assessment

Our sports coach compiles a range of evidence to assess, monitor and develop PE across the children school life. Photographic and video evidence are taken from lessons and then assessed across our PE expectations. Children are assessed at the end of each sporting unit using a key of: cause for concern, below expected standard, at expected standard and more able. Children who are awarded cause for concern are then given short interventions to try and close the gap.

Other aspects that need to be considered are;

- The overall physical skill and ability of the pupil.
- The ability of a child to select an appropriate response to a task.
- The ability to appreciate and evaluate the performances of self and others.
- How well the child interacts with other members of the class. Does he/she: co-operate, dominate, withdraw?
- Is the child motivated and enthusiastic?
- Does the child have any particular interests or talents?
- What work has the class covered in the year?
- Has the child any specific problems which need to be addressed?
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PE and School Sports Premium Funding

PE and School Sports Premium funding is used in a number of arrears relating to PE and sport at Moorcroft Wood Academy. A breakdown of the funding can be viewed on the School website.

Extra-Curricular Sport

Moorcroft Wood Primary is fully committed to providing extra-curricular sporting opportunities. These will include:

- After school clubs are available to all age groups and in a range of activities.

- Competition against other Academies in a wide range of sports through school games programme and our inter-academy competitions.
- Host tournaments/festivals with other schools/groups in order to give all children the opportunity to compete and represent the school.
- Exhibiting work. For example, a dance performance in assembly or attendance at a gymnastics festival.

Links with other Agencies

These include:

- Participation in local sports leagues with other academies.
- Visits, and liaison with, outdoor education centres and agencies.

Staff Training

- The PE co-ordinator will have access to specific training to support and develop their role – in particular, the School Sport Co-ordinator Programme.
- Our coach is encouraged to attend courses and review resources.
- Links between the Lighthouse MAT will be made to enhance the PE provision through collaboration and termly subject meetings.

Links to other policies

This policy links to the following policies:

- Academy Accessibility policy and plan
- Academy Anti-Bullying Policy
- Academy Equality objectives and Policy
- Academy First Aid Policy
- Academy Health and safety Policy
- Academy Safeguarding and Child Protection Policy
- Academy Special educational needs Policy

Subject Monitoring

PE is monitored termly. The Subject Leader looks at planning and observes lessons. When appropriate it is also possible that the P.E. Subject Leader will seek the support of a specialist teacher in a secondary school to evaluate particular areas of the curriculum such as dance & gymnastics. The Lighthouse MAT also work collaboratively to ensure that regular support is available and staff are utilised effectively across the different areas of the curriculum. f

Policy Review

All staff and Local School Committee will receive a copy of this policy. A copy will be available on the School Web Site. The policy and schemes of work will be available on request to parents.