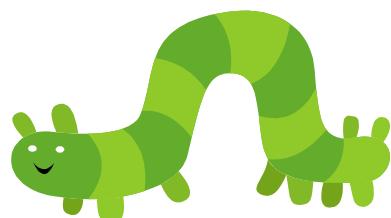




and



Abbots Farm Preschool

Physical Education (PE)

Policy

February 2026

Review by February 2028

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Statement of intent

Abbots Farm Infant School and Abbots Farm Preschool aim to provide opportunities for children to become physically confident in a way which supports their health and fitness. We recognise the importance physical education plays in the curriculum and are committed to providing all children with opportunities to engage fully in PE.

The aim of our PE curriculum is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity, and a healthy lifestyle. PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional, and thinking skills. These skills are embedded in the heart of our planning.

We aim to develop:

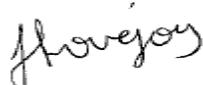
- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams, and to apply these skills in chosen activities to achieve high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance, and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly-positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The knowledge of how to remain safe in and around water.

Our objectives:

In the teaching of PE, align with the National Curriculum in that we aim to ensure all children:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy and active lifestyles

Signed by:



Headteacher

Date: 20/1/26

1. Legal framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- The Workplace (Health, Safety and Welfare) Regulations 1992
- The Management of Health and Safety at Work Regulations 1999
- Health and Safety at Work etc. Act 1974
- DfE 'Physical education programmes of study – key stages 1 and 2'
- DfE 'National curriculum in England: PE programmes of study'
- DfE 'Early years foundation stage statutory framework: for group and school-based providers'
- DfE 'Enhancing physical education provision and improving access to sport and physical activity in school'

This policy will be implemented in conjunction with the following school policies, documents and procedures:

- Behaviour and Relationships Policy
- First Aid Policy
- Health and Safety Arrangements
- Staff Code of Conduct
- Teaching and Learning Policy
- Uniform Policy

1. Roles and responsibilities

The **Headteacher** is responsible for:

- Ensuring that teaching standards are maintained and the effectiveness of the teaching of the subject is monitored.
- Liaising with the PE Subject Leader regarding the spending and impact of the PE and Sport Premium funding and producing the plan.
- Ensuring that the use of the PE and Sport Premium is effectively communicated to the Governing Body.
- Ensuring that appropriate procedures are in place for the reporting and managing of accidents.
- Ensuring effective health and safety procedures are in place, and that the appropriate safety measures are taken.
- Ensuring all necessary risk assessments have been undertaken.

The **PE Subject Leader** is responsible for:

- The overall implementation of this policy.
- Liaising with staff members to develop an effective PE timetable.
- Producing a Long-Term Plan for PE to ensure coverage and progression.
- Supporting staff members in all aspects of the curriculum.
- Creating an action plan at the start of each school year, identifying any areas of improvement within the subject which need to be addressed.
- Maintaining and replacing equipment.

- Monitoring the teaching of PE at the school, ensuring that high standards are consistently maintained and reporting to SLT (Senior Leadership Team).
- Providing opportunities to enhance learning.
- Attending any necessary training to help inform future developments of the subject at the school.
- Keeping up to date with local and national developments.
- Ensuring that the school provides extra-curricular opportunities to children, further developing the skills learnt during their PE lesson
- Liaising with the Headteacher and other relevant staff members regarding the use of the PE and Sport Premium.

Teachers and the Sports Coach are responsible for:

- Acting in accordance with the school's Health and Safety Policy and ensuring the areas of the premises used for PE lessons are safe and clear of obstructions or other hazards.
- Making informed decisions regarding whether the weather conditions are suitable for the planned lesson, and ensuring alternative appropriate arrangements are in place.
- Ensuring PE is taught in the order set out in the Long-Term Plan using *Get Set 4 PE*.
- Providing challenge and support to children.
- Using assessment information to inform future planning.
- Participating in necessary training and Continuing Professional Development (CPD).
- Promoting further opportunities for PE within school, after school and within the wider community.
- Providing an appropriate level of assistance, where necessary, to pupils changing for PE lessons.

Parents are responsible for:

- Providing their child with the necessary PE kit.
- Providing their child with appropriate footwear for PE classes.
- Removing jewellery including earrings before the pupil comes to school
- Ensuring that, where necessary, a note or ClassDojo message is provided when their child cannot participate in PE lessons.

Children are responsible for:

- Acting in accordance with the school rules at all times.
- Listening to and following instructions.
- Bringing their PE kit to school on the appropriate days.

The Governing Body are responsible for:

- Monitoring the spending and impact of the PE and Sport Premium

2. The Early Years Foundation Stage (EYFS – Preschool and Reception)

The school recognises the importance of pupils' physical development as one of the prime areas of learning and development. Staff will ensure that educational programmes in the

early years develop pupils' all-round development, and enables them to pursue happy, healthy and active lives.

In line with the Early Learning Goals (ELGs) for physical development set out in the DfE's 'Statutory framework for the early years foundation stage', teaching staff will organise a range of activities and experiences to promote and develop pupils' gross and fine motor skills, including:

- Demonstrating strength, balance and coordination when playing.
- Negotiating space and obstacles safely, with consideration for themselves and others.
- Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing.

All pupils within the EYFS will be given the opportunity to undertake activities that provide appropriate physical challenge, both indoors and outdoors, whilst using a range of resources and equipment.

EYFS classes will have two PE lessons per week, one which is as a whole class and will take place in the school hall and the other in their outdoor provision in small groups.

An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five.

4 Curriculum

During Key Stage 1 (KS1 – Years 1 and 2), pupils will be taught to:

- Master basic movements including running, jumping, and throwing and catching, whilst developing their agility, balance, and coordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

5. Teaching and learning

Our PE lessons are planned using the *Get Set 4 PE* platform, which aligns with our core values, our whole-child approach to PE, and the objectives laid out in the National Curriculum. *Get Set 4 PE* is structured so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results (e.g. timed events, such as balancing on one leg).
- Setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump).
- Grouping children by ability, and setting different tasks for each group (e.g. different games).

- Providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).

PE is a foundation subject in the National Curriculum and its planning is carried out in three phases (long-term, medium-term, and short term).

The long-term plan maps out the PE activities covered in each term during Key Stage 1. The PE Subject Leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced PE curriculum that is exciting for our children to learn through.

Medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum, and assessment criteria for that unit.

Short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge, and understanding in each activity area. Each lesson should include a warm-up and cool down relevant to the main activity and learning environment/weather conditions. All pupils should be physically active for sustained periods of time in every lesson. Progressively they should learn about the components and how to perform warm-up and cool down exercises, paying attention to the principles of safe exercise practice.

PE is delivered throughout the day and all classes have at least two hours of PE per week. We are endeavouring to ensure we implement the Department of Health and Social Care's guidelines for daily physical activity which are as follows:

Early Years/Under 5s: Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours), spread throughout the day. All children should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.

5 to 18 years: All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day. Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week.

Alongside PE lessons we also ensure our children have access to outdoor provision throughout the day and that they have the opportunity to practise some of the skills taught in PE lessons in their outdoor environment.

6 Assessment and reporting

Our teachers assess the children's work in PE by making informal judgements as they observe them during lessons.

At the end of a unit the children are assessed against the knowledge and skills which have

been taught and this is recorded using our assessment tables for KS1 and Sonar tracker for EYFS. The pupils are measured as being below, working at or greater depth. This information is shared with the PE Subject Leader and used to inform future planning.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.

Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the *Get Set 4 PE* progression of skills document, progression ladders, and knowledge organisers.

7 Cross-curricular links

Wherever possible, the PE curriculum will provide opportunities to establish links with other curriculum areas.

English

- Pupils are encouraged to describe what they have done and to discuss how they might improve.

Mathematics

- Pupils further develop their counting skills by keeping score during team games.
- Pupils are encouraged to measure and record what they do accurately, for instance, how far they can throw a ball.

PSHE

- The benefits of exercise and healthy eating are explained to pupils.
- Pupils are encouraged to make informed choices about their lifestyle.
- The opportunity to act as team leader or part of a team is provided.
- Pupils' self-esteem is promoted.

Spiritual, moral, social, and cultural (SMSC) development

- Pupils learn to express their feelings in a healthy way.
- Team and group activities develop pupils' social skills and help them to cooperate with other people outside of their friendship group.
- Pupils are encouraged to respect other pupils' levels of ability.

8 Extra-curricular activities

The school provides children with the opportunity to participate in a range of extra-curricular activities in order to further develop their skills.

Extra-curricular opportunities are provided to children with the aim of allowing them to put into practice the skills they have developed in lessons, as well as foster a sense of cooperation among each other.

There are a variety of PE-related extra-curricular activities for children to participate in outside of school hours led by external coaches. These include the following:

- Multisports
- Football
- Tang Soo Do

- Dance
- Gymnastics
- Cricket
- Tennis

Parents will be made aware of the extra-curricular activities on offer at the school via ClassDojo, school newsletters and the school website. For pupil premium children these clubs can be paid for using pupil premium funding.

Through the School Sports Partnership (SSP) the school participates in sporting festivals – children and parents are made aware of these when the opportunities arise with due notice. These opportunities foster a sense of team spirit and cooperation among the children.

Participation and success in extra-curricular events, such as sporting competitions, will be celebrated during assemblies. These also include the children's achievements outside of school.

We promote links with local sports clubs. Taster sessions are sometimes offered by external coaches and children are signposted to external clubs if they show an interest or excel in a particular activity.

9 PE kit

During PE lessons, children are expected to wear the following:

- White or red T-shirt
- Dark coloured shorts, leggings or jogging bottoms

These need to be stored in a drawstring bag on the child's peg.

Parents will be informed when children need outdoor footwear for PE.

Staff members will lead by example by wearing appropriate clothing when teaching PE, such as trainers and joggers.

All jewellery should be removed before PE lessons. Religious jewellery needs to be removed or made safe.

All long hair is tied back for PE lessons.

Activities such as gymnastics and dance will be undertaken in bare feet.

10 PE and Sport Premium

Schools receive PE and Sport Premium funding based on the number of children in the school. This funding is used to make additional and sustainable improvements to the quality of PE and sport we offer.

We use the premium to develop or add to the PE and sport activities that we already offer and build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

There are 5 key indicators that we should expect to see improvement across:

1. Engagement of all pupils in regular physical activity
2. Raised profile of PE and sport across the school as a tool for whole-school improvement
3. Increased confidence, knowledge, and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

As part of the funding criteria we publish details on our website of how we plan to spend the grant and a review of the impact on pupil outcomes.

11 Health and safety

(Also see AfPE 'Safe Practice' document, our Health and Safety policy, and Warwickshire Guidelines)

We recognise that participation in PE and physical activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control.

Staff are aware of children who have special needs with regard to physical activity and make special provision where appropriate e.g. physical disability, asthma.

Inhalers for children suffering from asthma are readily accessible and the class medical box is brought to the PE lesson.

Staff know about the safe practices involved in moving and using apparatus.

Children are expected to wear appropriate clothing, remove jewellery or have it made safe and tie back long hair. We keep spare sets in school. Children will remove shoes when participating in indoor activities such as gymnastics, dance, and yoga. Exceptions may apply and will be risk assessed by individual teachers e.g. if a child has a verruca then will keep their pumps on and be kept separate from those with bare feet.

Staff carry out a risk assessment at the start of all PE lessons. All equipment, apparatus and environment should be checked by the teacher. Correct use of equipment is taught along with identifying any potential hazards.

Equipment and apparatus are stored safely at the end of each lesson.

Children are taught to always consider their own safety and that of others.

Teaching staff should be appropriately dressed to teach PE.

First aid equipment is always available, and all staff are trained in what action to take, including calling for assistance, in the event of an accident.

We undertake an annual Risk Assessment of the school premises, which includes areas where PE is taught and PE equipment. All equipment is inspected annually by an independent safety expert.

Risk Assessments are in place for all school sporting trips.

12 Equal opportunities

Teaching staff will work closely with the SENCO and PE Subject Leader to ensure that planned activities for lessons are accessible to all children, including children with SEND (Special Education Needs and Disabilities) and EAL (English as an Additional Language).

For children who have physical or learning disabilities, some modification may have to be made to the way in which an activity or sport is taught, learnt and played. Any such modifications will be made in consultation with the relevant staff and specialists, and noted on teachers' plans.

A range of PE activities are offered to both boys and girls; experience and expectations are the same regardless of gender.

Children should only refrain from physical activity during a PE lesson on health grounds. Withdrawal should be requested by their parent/carer, either by direct contact with the school or in a message to their teacher via ClassDojo.

Non-participating pupils should take the role of an evaluator, scorer, coach, etc.

13 Monitoring and review

This policy will be reviewed **every two years** by the **Headteacher** and **PE Subject Leader**, with any changes made to the policy being communicated to all teaching staff and the Governing Body.

The next scheduled review date for this policy is **February 2028**.

The curriculum plan will be monitored and evaluated by the **PE Subject Leader**, including the planning, assessment, and reporting arrangements in place.

The spending and impact of the PE and Sport Premium is monitored by the **Governing Body**.