



Physical Education (PE) Policy

Date	April 2026
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Approved by	Deputy Headteacher/Headteacher
Review Date	September 2027
Version	Version 1
Changes	None



Basic Principles:

Intent:

At Balby Central Primary Academy, all our teaching and learning builds on our core values. We recognise the importance of P.E in every aspect of daily life; we encourage children to be physically active throughout their time at our school and beyond.

The P.E curriculum:

- Children develop competence to excel in a broad range of physical activities.
- Children are physically active for sustained periods of time.
- Children engage in competitive sports and activities.
- Children lead healthy, active lives.

Aims & Purposes

National Curriculum Aims for Key stage 1 & 2

The national curriculum for physical education aims to ensure that all pupils:

- 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, active lives.

Balby Central aims for Foundation Stage

To ensure all children can access continuous outside provision to enable them to develop and refine their fine and gross motor skills. Children are also assessed following the Development Matters framework with children being able to do the following by the end of Reception; Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Balby Central aims for Key Stage 1 & 2

- Develop a positive attitude to participate in physical activity.
- Make informed decisions about the importance of exercise in their wider life during school, after school and in adulthood.
- Become skilful and intelligent performers by acquiring and developing physical competence and confidence in a range of physical activities and contexts.
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- Develop ideas in a creative way.
- Set targets for themselves and compete against others individually and as team members.
- Provide opportunities for all children to participate in all activities at their own level whilst extending their skills and knowledge to achieve their potential.
- Become a good sports person, who plays fairly and can develop a team spirit.

Implementation

P.E Provision

At Balby Central, we teach 2 hours of PE per week. Our P.E curriculum is delivered through 'Your PE'. A scheme of learning that builds progressively through a series of modules which are revisited/recalled across the year groups with opportunities to introduce and revisit key concepts. This approach enables staff to deepen pupil understanding, develop skills and embed learning.

Our P.E scheme clearly shows how our curriculum delivers (introduces and revisits) the National Curriculum expectations for P.E across year groups. All P.E modules are identified on year group specific yearly overviews on the Your P.E scheme.

Key Stages EYFS - Early Years No. of Lessons 6 Lessons No. of Activities 24 Available Select Scheme of Work	Summary Equipment needed • Cones • Hurdles (optional) • Hula hoops • Beanbags • Relay batons • The jumping snake resource card (L3) • Skipping ropes • Rubber floor markers • Tennis balls • Foam footballs • Chalk or tape Topic assessment criteria • Pupils can display agility, balance and coordination • Pupils can run at different speeds on command • Pupils will explore different jumping combinations • Pupils can show understanding of skills and tasks • Pupils can show an understanding of task 'rules' • Pupils can work as part of a team • Pupils will start to compete against themselves and others • Pupils will start to develop throwing for accuracy & power Preview Lesson Plans	Select Scheme of Work Equipment needed • Cones • Rubber markers • Bibs • Foam footballs • Hula hoops • Tennis balls • Bean bags Assessment criteria Head Hand Heart • I understand the basic rules of athletic events/tasks • I can describe simple athletic techniques • I can change speed quickly with control • I can demonstrate a basic pull throw • I can demonstrate a basic push throw • I can use my arms to help jump with increased balance and control • I can demonstrate different jumping combinations with control • I am willing to help others and receive feedback • I can compete in mini challenges as part of a team i.e. relay style games • I have a basic understanding of what happens to my body as we exercise	Equipment needed • Cones • Rubber floor markers • Stopwatches • Relay batons • Javelins • Beanbags • Basketballs • Hurdles (optional) • Tape measures (optional) Assessment criteria Head Hand Heart • I understand and can explain the rules and techniques to different athletic activities • I can provide suggestions to improve including why • I can identify activities that help develop stamina or power • I can show control, speed, strength and stamina when completing running, throwing and jumping athletic activities • I can lead a small group athletic warm up • I am willing to receive feedback and improve to work on a personal target
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Foundation Stage

In Early Years, P.E is taught through dedicated P.E lessons with accurate and explicit instruction as well as through continuous provision.

Continuous Provision

The children learn about physical education and the importance of being physically active in their play and adult-led activities. Our curriculum is designed to enable children to gain an all-round physical development that enables them to pursue happy, healthy, and active lives.

- All children to have the opportunity to access continuous outside provision to enable them to

develop and refine their fine and gross motor skills through:

- Climbing equipment
- Balls, Bats & Hoops
- Bikes & Scooters
- Cross curricular physical activities.

PE curriculum

Children follow a curriculum which enables them to develop a range of skills such as agility, balance & coordination. These skills will be taught through key areas which are:

- Fundamental skills
- Dance
- Gymnastics
- Athletics

Key Stage 1

Children are required to follow a curriculum which enables them to develop a range of skills such as agility, balance & coordination. These skills will be taught through three key areas which are:

PE curriculum

Children are required to follow a curriculum which enables them to develop a range of skills such as agility, balance & coordination. These skills will be taught through key areas which are:

- Fundamental skills
- Dance
- Gymnastics
- Athletics

Through these key areas children will be provided with opportunities to develop appreciation and evaluation skills of both their own and others performance.

Key Stage 2

Whilst following a P.E curriculum children will be able to develop; master & apply a range of skills they have learnt in a variety of different contexts including:

- Team games – Fielding, Attack & Defence
- Dance – Performing, Appreciation & Evaluation
- Gymnastics – Floor work & Use of apparatus.
- Swimming

Time allocation for P.E & Physical activity

Foundation Stage

All children in the Foundation stage should have access to planned continuous provision that allows them to be physically active, develops teamwork and enables them to improve both fine and gross motor skills. Children take part in physical activities daily through wake up shake up sessions, outdoor activities, physical development activities embedded into daily routines, access to physical equipment in continuous provision and weekly sessions with PE coaches where dance, gymnastics and game skills are taught and developed.

Key Stage 1 & 2

- All children will access P.E lessons in curriculum time for 2 hours.
- Lunchtime sports clubs will be provided on a daily basis led by members of staff, coaches and playground leaders. These clubs allow children to have the opportunity to be physically active whilst developing a range of skills.
- A variety of afterschool activities will be provided by both specialist outside agencies and school staff which will allow children to access extra-curricular provision.
- Equipment will be audited each term to ensure children have access to high-quality resources in order to improve and practice.

Clothing

At the beginning of the year parents will be informed by letter of P.E kit requirements and they will have the opportunity to discuss any serious reservations with a member of school staff. Children who forget their P.E kit will first be reminded by the teacher. If it is an ongoing problem an informal conversation should be held with the child's parents.

Indoor P.E

- Black Shorts
- White T-Shirt
- Black P.E Pumps (If required)

Outdoor P.E

- Black Shorts
- White T-Shirt
- Appropriate footwear
- Tracksuit / Outside clothing (Winter months)

Jewellery must **not** be worn during any P.E session. If ears are pierced, only studs should be worn and should be taped by the child. Staff are not to take earrings out of children's ears nor take responsibility for items of jewellery.

Children are not allowed to go home wearing their PE kits. Each class has allocated time at the end of their session to get changed back into their school uniform.

"Headscarves, where worn, are tight, secured in a safe manner, particularly at the side of the face and unlikely to obscure vision or catch on anything that may put the wearer at risk."

(Pg.144: Safe practice in Physical education and sport: Whitlam, P 2012)

Health & Safety

Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class e.g. asthma diabetes etc. so they can participate safely and as fully as possible. It should be noted that cold dry weather will aggravate breathing problems for asthmatics and that they should have their inhalers to hand.

Accidents

For minor injuries (bumps and bruises) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts and grazes children should be accompanied to first aid by a teaching assistant to seek further treatment.

For serious incidents (head injuries, serious cuts, suspected fractures etc.) the teacher should stay with the child and send the teaching assistant or two responsible children to inform the school office. After the incident the teacher must complete an accident report on Medical Tracker.

Equipment safety

Small equipment is checked by the subject leader on an ongoing basis. If any defects are found in any of the equipment it must be reported immediately to the P.E lead and taken out of use.

Inclusion

At Balby Central, we recognise our responsibility to provide a broad and balanced curriculum for all pupils regardless of race, gender and ability. When delivering P.E, teachers will modify activities to provide all pupils with relevant and appropriately challenging work at each key stage.

Cross Curricular Links

Science

- Health and Fitness

Maths

- Speed
- Distance
- Time
- Measuring
- Recording
- Handling data

English

- Speaking & Listening
- Subject specific vocabulary

Music

- Rhythm

- Tempo

ICT

- Use of stopwatches
- Use of digital camera & video
- Use of the Internet to research sporting events

Lunchtime / Playtime Arrangements

Balby Central provides the opportunity for all children to take part in adult directed and non-directed tasks during lunchtime breaks.

The activities range from:

- Football
- Basketball
- Stacking cups
- Tennis
- Skipping
- Playground equipment for individual games/ free choice play
- Dance
- Sunshine Gym (KS2)
- Trim Trail (KS1)

Staff run football, basketball and multi-sport activities giving the children the opportunity to transfer their skills learnt in PE into game situations and team activities. Children are encouraged to join in the different activities or can access the Sunshine Gym or Trim Trail which are supervised by lunchtime supervisors.

Playground Leaders

Balby Central playground leaders (20 children across KS2) run different physical activities which they motivate and encourage other children to get involved with to ensure children have the most opportunities to be active throughout the school day. Leaders work alongside lunchtime supervisors who have also been trained in the leaders programme.

Teaching Methods

All lessons throughout the school are taught as class groups following the national curriculum.

Lessons are a mixture of practical and classroom based activities to encourage a broader understanding of the topic being undertaken. Children will cover a wide range of skills throughout the academic year including: Dance, Gymnastics, Football, Netball, Rugby, Athletics, Hockey and Basketball.

Year 4 also have swimming lessons once a week provided by Swim Stars and Dolphins which starts in the autumn term. The sessions are taught by trained swimming coaches who are also supported with 'in pool' assistance. During each session every individual child is assessed in order to move through the programme. Children who do not fulfil the programme receive a free months swimming at the centre to continue their development.

Impact and Assessment

Assessment is ongoing and quality verbal feedback is given to pupils during PE lessons.

Pupils are assessed through observations made during lessons; teachers record the progress of pupils against the learning objectives for the lesson on the 'YourPE' platform. Using the 'Head, Hand, Heart' assessment system.

At the end of each half term, assessments will be completed by teachers using FFT where pupils are assessed in red, amber, green to show whether they are WT, AR or GD in each skill.