



'A caring Christian community where every child achieves a love of life and learning'

Luke 10: 25-37

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

PE & SPORT POLICY

Policy Lead Committee: Lydney Local Academy Committee **In consultation with:** Senior Leadership Team

Approved by:

A handwritten signature in blue ink on a grey rectangular background.

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1. Introduction

At Lydney C of E Primary School, Physical Education forms an important part of the education of each of our pupils. We aim to promote an active, healthy and enjoyable lifestyle and encourage our pupils to have the motivation, confidence, physical and social competence, knowledge and understanding to maintain physical activity throughout life.

PE is about introducing children to the world of sport which, combined with an enjoyment of exercise, will hopefully provide the foundations for a healthy, active lifestyle.

Teaching staff refers to the member of staff planning and leading PE lessons and can include teachers, members of staff and external sports provision.

2. Aims

The aims of Physical Education at Lydney C of E Primary School are:

- To promote positive attitudes towards physical activity.
- To develop social co-operation and positive attitudes towards others and to compete with a sense of fair play.
- To promote physical activity, physical skills development and a healthy lifestyle.
- To show an awareness, knowledge and understanding of safety when participating in physical activity.
- To encourage lifelong involvement in physical activity.
- To develop fair play through co-operation, collaboration and competition and manage to varying degrees of success in competitive and co-operative situations and retain a proper sense of perspective in competition.
- To always try to achieve personal best.
- To have age appropriate activities.
- To understand the need for rules in games.
- To provide equal opportunities for all children regardless of their race, gender, background or ability, thus providing a programme of study that is inclusive.
- To provide equal opportunities for all children to achieve their full potential, through curricular and extra-curricular sessions.



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3. Curriculum

We believe that all children, irrespective of their level of physical ability, have the right to reach their full potential in PE and achieve enjoyment and success at their own level. All children will be encouraged to develop:

- Control, co-ordination and mobility.
- Skill and confidence in a range of physical activities and sports.
- An awareness of physical capabilities of the body.
- Co-operation and team work skills.

The Physical Education curriculum and scheme of work developed at the school covers all areas of activity outlined as statutory in the PE National Curriculum 2014. All children from Reception to Year 6 will receive two hours of PE per week.

Further information about the curriculum for all pupils at Lydney school can be found on the website; [Curriculum | Lydney Church of England Community School](#)

4. Planning and Progression

Each year the children will follow the schools agreed Physical Education Scheme of Work (GetSet4PE). The yearly curriculum map document will indicate the units of work that the children will be involved in during the half-term. Teaching staff will use the allocated plans linked to each unit and then amend/adapt, based on their knowledge of the children's ability, individual needs and previous learning. Books and other teaching resources are kept by the PE Co-ordinator and can also be used to support teaching when delivering a PE unit.

- When delivering PE lessons, teaching staff should use the plans provided, but still ensure that:
- Lessons are well structured and include a warm up, technical development, consolidation of skills and concluding activity (including appropriate cool down).
- Demonstrations and explanations are provided in a form that accommodates all learning styles (pictures, videos, demonstrations, verbal etc.)
- Learning objectives and outcomes are shared with the children. These will also be displayed each term on the PE boards in the school hall.

5. Assessment

Assessment in PE is ongoing and formative. Children will receive feedback and support during the lessons. Assessment should provide opportunities for pupils to assess their own



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performance through talk and observation of peers. They should be encouraged to recognise ways of improving skills and make positive comments on their own and the work of peers.

Insight tracking will be used to record the assessments made by teachers. Children's effort and attainment levels within PE are provided by the teacher and are to be included within reports to be shared with parents.

6. Special Educational Needs and Greater Depth

This should be read in conjunction with the Special Educational Needs policy; www.sfat.uk/policies

Wherever practical, provision will be made for children with special educational needs where it affects their performance in PE. If a lesson or scheme of work needs to be adapted then the teaching staff in charge will do this in consultation with the PE Co-ordinator and SENCO (if applicable). Teachers and 1:1 adults should adopt the STEP framework, see [Appendix 1](#), to ensure their lessons are barrier-free and meet the diverse needs of all our students

Children who demonstrate advanced skills during PE lessons are, where possible, signposted towards external coaching support through local clubs and coaches.

7. Swimming

In accordance with the National Curriculum, children are required to be able to 'swim competently, confidently and proficiently over a distance of at least 25 metres'. This is achieved through lessons in various year groups and takes place at the swimming pool at Freedom Leisure in Lydney. Swimming lessons are always taught by 1 or 2 specialist swimming teachers (depending on class size) along with the class teacher.

Children participate in swimming during their time in Years 4, 5 & 6, each having 12 weekly sessions.

8. Non-Participation in PE Lessons

Children should only miss PE lessons on health grounds if this is requested by their parents or guardian either by direct contact with the school or in a note to the teacher. Children who persistently forget their PE kit will be reminded of the importance of PE and, if necessary, a letter will be sent to their parents asking for their co-operation. Spare clothing is available at school.

Children in Key Stage 2 who are unable to participate in lessons should complete a Non-Participants Observation Sheet while observing the PE lesson, see [Appendix 2](#)



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9. Clothing, Footwear and Personal Effects

9.1 Pupils

It is expected that children will wear the school PE kit during lessons and this kit should be kept in school throughout the term and be available to be worn on any day during the school week. This includes:

- White T shirt
- Black shorts
- Black plimsolls OR trainers. (The pupils will work with bare feet during gymnastics and may also do so in dance depending on the type of movements being taught.)

Tights must not be worn and children should have socks in school for use during PE if tights are worn.

In outdoor PE lessons, when it is cold, joggers may be worn. Teacher to inform parents on termly information letter if they are likely to need outdoor clothing and on which day.

No gloves or scarves.

Hair of shoulder length or longer should be tied back and hairbands should be kept with their PE kit.

All children will be required to remove any personal effects, such as earrings, watches and jewellery. Children unable to remove earrings will be required to make them safe by taping, front and back. Tape should be supplied by the parents/guardians for this. If staff consider the taping to be unsatisfactory (not safe enough to prevent a stud penetrating the head), they will need to consider alternative involvement in the lesson for this student.

PE Kits to be sent home at the end of each half term for washing. Should any child consistently not have their PE kit in school, the teaching staff should send home a PE clothing reminder letter to the parents /guardians, see [Appendix 3](#). Text reminders should be sent home should the child continue to not have their full PE kit in school.

9.2 Staff:

Staff are allowed to come to school in appropriate clothing or change at school when teaching PE. This helps to model appropriate behaviour. Should this not be practical, a change of footwear should be undertaken.

9.3 Religious Artefacts and Clothing

Any clothing worn to comply with a faith commitment should be appropriate to the PE activity. Clothing should be comfortable and allow for freedom of movement, while not being so loose as to become a hazard. A tracksuit is perfectly acceptable clothing for Muslim pupils and is not seen as offending the principles enshrined in Haya relating to modesty and decency.



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Headscarves (such as the hijab), where worn, should be 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. Pupils can also consider obtaining a sports version of the hijab, for improved suitability. These are available from high street stores and on the Internet.

In swimming lessons, unacceptable exposure of the body should be managed through adjustments in swimming attire to accommodate religious and cultural sensitivities while not compromising the safety of the pupils concerned.

Any religious artefacts should be removed or made safe. Where removal is expressly forbidden (e.g. the Sikh bangle, the kara), and the article cannot be made acceptably safe by taping, padding or covering, the activity and involvement of the wearer must be suitably modified to mitigate undue risk.

10. Use and Storage of Apparatus and Equipment

Large apparatus is stored in the hall and children from Key Stage 1 can be taught how to move and lift the apparatus safely. Staff should use their professional judgement and understanding of their children as to when they begin to teach them how to move/carry equipment and the number of children required in doing this.

Teaching staff are responsible for checking all equipment before use and should there be any faults, this should be reported directly to the school office or PE Co-ordinator. (See point 12.)

Staff should check that all large equipment has been stored and secured safely after each PE lesson.

Games equipment is stored in the PE cupboard/shed and it is the responsibility of the teaching staff to ensure that all equipment is put away in its allocated place after each PE lesson. It is not the responsibility of the children.

11. New Members of Staff

Any new members of staff, including ECTs, will be shown how to use, move and store all apparatus by the PE Co-ordinator. When teaching PE lessons in the hall, supply teachers should not be using any large apparatus for health and safety reasons, unless given permission by a member of SLT or the PE Co-ordinator. Teacher training pupils need to be with a teaching member of staff during a PE lesson. They should not be left alone with children during any PE lessons.



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12. Extra-Curricular Activities

We are committed to recognising the importance of physical activity of children outside the curriculum. We believe that links with local sporting clubs and organisations and the provision of extracurricular activities organised by the school is a positive experience. A range of clubs throughout the year provide an opportunity for children in both Key Stages to participate in physical activity to further promote an awareness of the value of physical activity, outside of school hours. These after school clubs are often linked to forthcoming competitions in Key Stage 2.

Pupils in Key Stage 2 are given regular opportunities to represent Lydney Primary School in various sporting events in the local community and are provided with opportunities for skill development sessions run by local sporting clubs. We also have links to various inter and intra school clubs that operate after school hours. Pupils are encouraged to participate in these clubs where possible, to further promote an awareness of the value of physical activity.

13. Health & Safety

These Health & Safety points are in addition to the following school policies which should be read in conjunction with this policy:

- Health & Safety
- Supporting Children with Medical Conditions
- Child Protection & Safeguarding
- Behaviour

Physical Education is by its very nature a challenge to growing children. Pupils will be placed in situations where risk of an accident or injury is ever present. Therefore, it is important for teachers to be aware of the importance of safety and to plan it in their work so as to minimise the risk of accidents to both pupils and teachers. 'Forethought' should be at the heart of all PE lessons that take place.

The following list is a general outline of safe practice in PE. More detailed, subject specific guidelines can be found in the afPE 'Safe Practice in Physical Education and School Sport' book.

- Teaching staff should follow the P.I.E approach to implementing safe practice principles in PE lessons. An outline of the P.I.E approach (Prevent, Inform and Educate) can be found in [Appendix 5](#) and is also displayed in the staffroom.
- All teaching staff should have read the school's PE Risk Assessment and also be aware of the key signs of concussion, see [Appendix 4](#)
- The teaching staff must be aware of any medical condition which may affect physical ability (e.g. diabetes or asthma) and make the appropriate adjustments in planning and



implementation of the lesson to allow pupils who suffer from any conditions to take part actively but safely. All teaching staff will be provided with a list of medical conditions for the class that they are teaching (including external sports coaches that teach without the pupil's regular teacher being present).

- All forms of physical activity should be preceded by an appropriate warmup.
- The pupils must be given tasks which are challenging, but within the scope of their ability.
- Teachers must carry out a visual risk assessment of all equipment before use and give pupils disciplined strategies for safe handling of the equipment whilst the work is in progress and safe storage when the work is complete.
- Appropriate levels of lighting must exist to facilitate a safe working environment.
- The surface that the pupils are expected to work on should be clean and free of litter or other hazards that could cause an accident. The teacher should pay special attention to the suitability of the surface after the floor has been polished in the hall and after rain on the playground or grass as this may make the area too slippery to be safe.
- All jewellery, watches and religious symbols should be removed.
- Long hair should be secured as appropriate to the activity at all times.
- Appropriate clothing must be worn by pupils and staff.
- The teacher must ensure the preservation of body heat after hard physical exercise and use good methods to cool down pupils after such exercise.
- For Health and Safety reasons, teachers may physically guide children during lessons in order to develop their skills, eg correcting a child's position during a gymnastics lesson, support back during rolls in gymnastics etc.
- Staff should have a working knowledge of First Aid and know when and how to summon qualified First Aid assistance.
- During PE lessons, teaching staff should preferably have a mobile phone or walkie talkie with them at all times. Should an incident occur, these methods of communication can be used to contact the school office. Alternatively, a pupil should be sent to the office.
- Teaching staff should pay close attention to weather conditions and allow children to use sun protection and have access to hydration when required.
- Any incidents (minor or major) should be recorded in the school accident book that is kept in the office, marking the incident clearly as happening during a PE lesson.



14. Risk Assessment

The PE Co-ordinator and SLT are responsible for carrying out a thorough risk assessment of PE and school sport, sporting equipment and facilities. Regular checks and risk assessments are made by all staff involved in delivering the PE curriculum. Risk assessments should also be carried out on any facilities that are used for sporting activities outside of the school grounds.

Annual safety checks and repairs are carried out on equipment by an external company. Staff should check all equipment and apparatus when it is being taken out for use in lessons. If a potential hazard is identified, it is immediately taken out of use and reported to the office or PE Co-ordinator.

15. External Sports Fixtures

Any external sporting events that children take part in require a specific risk assessment to be written for each event. This should contain the details of children's medical needs and the staff attending the event (within ratio). If driving is required, staff should have insurance to cover the transportation of children and any parents are required to inform their insurance company and complete the necessary paperwork with the school office.

16. Monitoring and Evaluation

The monitoring and evaluation of the PE curriculum will be carried out in the following ways:

- The PE Co-ordinator will meet with year group teachers and external coaches to discuss their plans, requirements and provide support and guidance where needed.
- Supporting colleagues in the teaching of PE by being informed about current developments in the subject.
- Evaluating the strengths and weaknesses of the subject and identifying areas that need further development.
- Carrying out lesson observations.

17. Links to Other Policies

- Health & Safety
- Supporting Children with Medical Conditions
- Child Protection & Safeguarding
- Behaviour
- School Uniform



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This policy is available on the school website: www.lydneycofe.co.uk/policies/.

Paper copies are available on request from the School Office.

Appendices Overleaf



Appendix 1: The STEP Framework

THE **STEP** FRAMEWORK

All PE lessons will include children with a wide range of abilities. STEP is an easy way to remember how to adapt PE lessons and sports sessions to fit the changing needs of the children. You might need to adapt a lesson to fit less or more able pupils within it or to make a whole group activity easier or harder as they progress.

SPACE

- Level (height)
- Playing area (bigger or smaller)
- Distance traveled
- Targets or goals further away or nearer

More space gives more reaction time, allowing children to make a decision and performing a skill. Less space demands a higher skill level to react quicker with less time.

TASK

- Easier – Simplify the rules
- Harder – Introduce more rules
- Rotate roles
- Time – Allow more or less time
- Change rules to aid inclusion
- Different ways to take part e.g. seated, standing, one hand, two hands
- Differentiating tasks in the group

EQUIPMENT

- Vary the size, shape, colour, texture, weight
- Make it bigger or smaller e.g. instead of a rounders bat use a tennis bat
- Softer or slower versions to make it easier e.g. tennis and cricket balls
- Make sure you use the correct size for the childrens age

Lighter and bigger balls will be easier to see and catch and will increase confidence.

PEOPLE

- Less defender makes it easier for attackers
- Larger numbers in a group means less time for each child to take part
- Smaller groups allow for more time for each child
- Putting children together who are the same ability, height, role.
- Working independently, in pairs, groups or teams

A team of 9 attackers with 1 defender will find it easier than equal teams of 5. Outnumbering allows for more time and success when practicing skills.

S.T.E.P. is a model used to remind you to think inclusively at all times and adapt activity accordingly.



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Appendix 2: Pupil PE Observation Sheet

Name:	
Date:	
During the PE lesson, answer the following questions by watching the activities closely. You will need to use the back of this sheet to record some of your answers.	
The reason I am not taking part in PE today is:	
Where did PE take place today (indoors/outdoors):	
Write down the warm up activity/activities done during the beginning of the lesson:	
Write down the LO:	
Does this activity seem easy to learn/play? Explain in your own words what you would find easy and what you would find more difficult:	
Pick one person to watch throughout the lesson. Do not say who they are. Describe some of the things they are doing well:	
What can that person do to make more progress? Write down your ideas:	
Write about the part of the lesson you would have enjoyed doing today and why. Which activities would you not have enjoyed and why?	



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Appendix 3: PE Kit Letter to Parents



Dear Parents / Guardians

Date:.....

We have that noticed that recently _____ does not have a full PE kit in school for use during PE lessons. It is essential that you child has the correct PE kit in school at all times, so that they may be appropriately dressed during lessons that involve physical activity.

Your child should have the following items in their PE bag at all times (sent home to be washed each half term and then returned).

- Trainers or plimsolls
- White T-shirt
- Black shorts or leggings
- Black tracksuit bottoms/top (when the weather is cold)
- Socks (if your child wears tights to school)
- Hairbands to tie back long hair
- Micropore tape (as your child has indicated they cannot remove their earrings – please see note below).

N.B. Earrings should not be worn in PE lessons, so it is advised that they are removed on PE days if the child is unable to do so themselves. If your child has recently had their ears pierced, then micropore tape should be provided to cover the earrings up.

If you any questions regarding the appropriate PE kit your child should wear, please feel free to contact the school at any time.

Many Thanks

Class Teacher



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Appendix 4: Pocket Concussion Recognition Tool

Pocket CONCUSSION RECOGNITION TOOL™

To help identify concussion in children, youth and adults



RECOGNIZE & REMOVE

Concussion should be suspected **if one or more** of the following visible clues, signs, symptoms or errors in memory questions are present.

1. Visible clues of suspected concussion

Any one or more of the following visual clues can indicate a possible concussion:

- Loss of consciousness or responsiveness
- Lying motionless on ground/Slow to get up
- Unsteady on feet / Balance problems or falling over/Incoordination
- Grabbing/Clutching of head
- Dazed, blank or vacant look
- Confused/Not aware of plays or events

2. Signs and symptoms of suspected concussion

Presence of any one or more of the following signs & symptoms may suggest a concussion:

- | | |
|--------------------------|----------------------------|
| - Loss of consciousness | - Headache |
| - Seizure or convulsion | - Dizziness |
| - Balance problems | - Confusion |
| - Nausea or vomiting | - Feeling slowed down |
| - Drowsiness | - "Pressure in head" |
| - More emotional | - Blurred vision |
| - Irritability | - Sensitivity to light |
| - Sadness | - Amnesia |
| - Fatigue or low energy | - Feeling like "in a fog" |
| - Nervous or anxious | - Neck Pain |
| - "Don't feel right" | - Sensitivity to noise |
| - Difficulty remembering | - Difficulty concentrating |

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3. Memory function

Failure to answer any of these questions correctly may suggest a concussion.

- "What venue are we at today?"
- "Which half is it now?"
- "Who scored last in this game?"
- "What team did you play last week / game?"
- "Did your team win the last game?"

Any athlete with a suspected concussion should be IMMEDIATELY REMOVED FROM PLAY, and should not be returned to activity until they are assessed medically. Athletes with a suspected concussion should not be left alone and should not drive a motor vehicle.

It is recommended that, in all cases of suspected concussion, the player is referred to a medical professional for diagnosis and guidance as well as return to play decisions, even if the symptoms resolve.

RED FLAGS

If ANY of the following are reported then the player should be safely and immediately removed from the field. If no qualified medical professional is available, consider transporting by ambulance for urgent medical assessment:

- | | |
|--|---------------------------------|
| - Athlete complains of neck pain | - Deteriorating conscious state |
| - Increasing confusion or irritability | - Severe or increasing headache |
| - Repeated vomiting | - Unusual behaviour change |
| - Seizure or convulsion | - Double vision |
| - Weakness or tingling/burning in arms or legs | |

Remember:

- In all cases, the basic principles of first aid (danger, response, airway, breathing, circulation) should be followed.
- Do not attempt to move the player (other than required for airway support) unless trained to do so
- Do not remove helmet (if present) unless trained to do so.

from McCrory et. al, Consensus Statement on Concussion in Sport. Br J Sports Med 47 (5), 2013

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Appendix 5: P.I.E Chart

