Park Brow Primary School

Happy - Respect - Pride - Caring - Potential

PE Policy

September 2026

"To foster an enthusiasm for physical activity and create an understanding of the benefits of a healthy lifestyle"

Introduction

Our curriculum has been reviewed in the light of national developments, in order to ensure that all pupils develop competence to excel in a broad range of physical activities and are physically active for sustained periods of time. At Park Brow we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme 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.

Intent

In line with the aims of the National Curriculum 2014, children will have the opportunity to undertake continued practice and development of fundamental skills to **develop the competence to excel**. Careful curriculum planning provided by the getset4pe online platform ensures all pupils are able to spend **sustained periods of time engaged in physical activity.** Children have the opportunity to e**ngage in competitive sports and activities** through well planned curriculum sessions, lunchtime games, after school clubs and competitions organised by Knowsley Schools Sports Partnership. Children are encouraged 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. As a result children will be able **t**o foster the development of a **healthy and active life.**

Aims

- To have the best possible physical activity experiences regardless of race, age, ability or location, so as to encourage a lifelong healthy lifestyle pattern.
- To have a supportive environment for enjoyable participation in a wide variety of physical activities, through the development of skills and good codes of behaviour.
- To provide the safest possible environment for all participants.
- To provide for the allocation of appropriate resources and facilities.
- To provide equitable opportunities for all students to participate.
- To develop and apply skills in a cooperative manner using appropriate levels of experiences and/or competition as required.
- To provide greater depth students the opportunity to reach their potential and provide an age-appropriate participation pathway.
- To encourage participation in community sport and physically active recreation such as Knowsley's Sports Programme and the Kirkby Collaborative Sporting activities.
- To encourage participation of the whole school community in supporting physically active experiences.
- To encourage and empower those less active children to take part and enjoy physical activity
- Are physically active for sustained periods of time

Implementation

The whole school curriculum has been organised and established in full consultation with all teaching staff. Staff took the "ingredients" of the new National curriculum and decided together how these ingredients could be put together in the most exciting and effective way. This has been further

enhanced by using the resources on the Get Set 4PE online platform which has enabled us to have a progressive PE curriculum. This is regularly reviewed and developed in accordance with DfE guidelines, the School Improvement Plan, and following consultation with Governors, Parents, Children and Teaching Staff.

PE is taught weekly to all pupils. Pupils have a one hour lesson and then are provided with opportunities to develop their physical activity by taking part in the daily mile, SuperMovers, Brain Gym, and more. At lunch times and break times, there are activities outside for pupils to develop their physical activity and also game skills. These are facilitated by the welfare staff and class teachers.

The curriculum planning in PE 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 the key stage. The PE subject leader works this out in conjunction with teaching colleagues. Together we have created a broad and balanced curriculum that is exciting for our children to learn through. At Park Brow we then use the medium and short term plans from the Get Set 4 PE online platform. The medium-term plans give details of each unit of work for each half 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. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study from the National Curriculum.

Subject content

Key stage 1 : Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility 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

Key stage 2 : Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety : All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught 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 Park Brow, all KS2 classes have swimming lessons taught over a two week block at Kirkby Leisure centre by professionally trained instructors. An additional catch up programme is in place for any children who have not achieved 25m by the end of Year 6.

Teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

The following roles and responsibilities encompass areas such as participation, competition, safety, community links, communication with parents/carers, costs, equipment and behaviour.

Participation : Coaches, teachers and any other members of the school community involved in the school physical activity program need to:

- Encourage enjoyment; cater for varying levels of ability by providing every student with an opportunity to shine; provide equal encouragement to all students to allow them to acquire skills and develop confidence; ensure the program is available to all students by catering for groups with special needs such as: students with disabilities/impairments; students from non-English speaking backgrounds and athletes with exceptional talent.
- Prepare and conduct sessions based on sound coaching and teaching principles; set realistic standards and objectives for students; ensure a safe and productive environment; ensure consequences of inappropriate behaviour are clearly understood and promoted; encourage students to participate in games before, during and after school, and; act as a good role model of sporting behaviour.

Competition : Provision is made for a healthy level of competition for all participants. Competition occurs at the intra-school and inter-school level as well as on a less formal, social basis and is conducted at a level that is appropriate for the age and experience of the students. Coaches, teachers and any other members of the school community involved in the school physical activity program need to ensure all students participating in the sport program are aware that, although everyone likes to win, participating is equally as important. Medals and trophies won will be celebrated and placed in prominent positions, in order to share these achievements with the whole school community. This can be found in the school main office and is celebrated in Assemblies, Website and newsletters.

Links with community organisations: Coaches, teachers and any other members of the school community involved in the school physical activity program are encouraged to establish closer cooperative links with sport, recreation and community organisations by: (Knowsley Sporting Programme, Kirkby Collaborative of Schools, David Campbell.) liaising with community groups and encouraging the use of school facilities, both during and outside of school hours; and integrating their physical education and sport program with those of local sport and recreation organizations.

Curriculum Drivers

In addition to the content that is driven by the curriculum objectives, we have developed curriculum drivers (alongside our cultural capital offer) – key elements that form relentless, consistent threads that run through our curriculum. These were devised by teaching staff to meet the wider needs of our children specifically as they go forward in their lives. These drivers ensure that wherever possible the curriculum is delivered in a way that explores these issues.

- Promoting Possibilities:

Children cannot aspire to things they have never encountered. At Park Brow, we work to broaden our pupils' horizons, expanding their knowledge of the world by nurturing their interests as well as encaging fearlessness of what is new or unknown.

- Increasing Knowledge of the world:

Our pupils are all part of a global community. Our aim is to help the children to gain a sense of place and understanding that they play a part in its future. At Park Brow, we provide opportunities for them to explore similarities and differences between communities and they fit into the wider world.

- Developing Emotional Awareness:

We set high standards for personal conduct and character development. Our pupils are encouraged to demonstrate integrity, empathy, kindness, compassion and respect in their interactions with peers, teachers, and the wider community.

- Embracing Cultural Richness:

We aim to expose our students to the diversity and richness of cultures worldwide. Through engaging activities, multicultural events, and exposure to different perspectives, we prepare our students to thrive in an increasingly interconnected world. At Park Brow, we celebrate diversity and strive to create an environment where all cultures are respected and appreciated.

At Park Brow Primary School, our commitment extends beyond academic excellence. We are dedicated to nurturing compassionate, aspirational, and culturally aware individuals who are well-prepared to contribute positively to society. We believe that by focusing on the personal development of our students, we equip them not only for academic success but also for a lifetime of ethical leadership and responsible citizenship. With this core belief in mind, we are steadfast in our commitment to delivering an education that not only imparts knowledge but also nurtures the moral and ethical compass of our students.

Cultural Capital

Teaching staff are encouraged to broaden the experience of the topics for the children through promotion of the outdoor curriculum, off-site visits, visitors into school and shared experiences with the wider school community, e.g. involvement with parents/carers, local, national and international schools. The PE curriculum is delivered through stand alone PE sessions with a balance between direct teaching and child-led exploration. Children have the opportunity to take part in various extra curricular activities.

Equal Opportunities

PE is planned to meet the varied needs of all learners regardless of their gender, background, and culture, physical or cognitive development. Learning objectives are set to meet these needs in line with our Special Needs policy. Our expectations do not limit pupil achievement and

assessment does not involve cultural, social, linguistic or gender bias. We recognise that PE may also strongly engage our gifted and talented children, and we aim to challenge and extend them.

Impact

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and the Get Set 4 PE units of work. 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.

Responsibilities and Roles

The Headteacher and Governing Body have overall responsibility for the PE Curriculum, supported by the PE co-ordinator. The PE co-ordinator is responsible for overseeing the delivery of the PE Curriculum through:

- Regular formal and informal discussions with staff.
- Monitoring planning to ensure curriculum coverage.
- Ensure progress is being made within PE.
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue.
- Making changes where necessary.
- Formulating an action plan to move the school forward.

HEALTH AND SAFETY IN PHYSICAL EDUCATION.

The school adopts a range of publications in managing the safety of our pupils in Physical Education;
'Safe practice in Physical Education'
'Disability, Discrimination and Educational Visits Guidance' EVG 02.
'Health and Safety of Pupils on Educational Visits'
'Swimming Pool and Activity Guidance' Knowsley Council SPAG 01.
'Advice on driving school minibus' August 2013.
Further guidance is on the Knowsley Health and Safety Website.

Please see Appendix 2.

This policy should also be read in conjunction with our Physical Education Safety Policy, Child protection and Sport Premium Policy.

Updated by J Connell September 2026

Review date – September 2027

PE HEALTH AND SAFETY

Appendix 2

This policy sets out the responsibilities for health and safety management in PE and School Sport. It ensures that PESS is offered within a well-managed, safe and educational context. It will contribute to fulfilling the requirements of the national curriculum for physical education. It will help to ensure that the environment is safe for activity and activities are appropriately supervised.

Roles and Responsibilities Safety functions of the Subject Leader

In the day-to-day management of health and safety in physical education the PE Coordinator's role is to ensure:

- there is a clear school physical education safety policy
- all staff understand their roles and responsibilities
- procedures and systems for ensuring safety exist
- policy and procedures are systematically monitored and reviewed there is a smooth flow of health and safety information
- training in health and safety is available to all staff
- there is co-operation with NCC and senior managers on health and safety matters
- risk assessments are produced and implemented
- the competence of staff contributing to the physical education programme is monitored

Safety functions of teachers, support staff and ASLs

All teachers, support staff and ASLs (Adults supporting learning) should;

- take reasonable care of their own, pupils' and others' health and safety
- co-operate with NCC and senior managers over safety matters
- carry out their work in accordance with training and instruction
- carry out delegated health and safety tasks
- follow school procedure in reporting any serious risks and failures in safety arrangements
- not misuse health and safety equipment

Efficient information flow

- Health & Safety information shared with staff regularly at staff meetings, which is minuted and referred back to where necessary.
- Safety posters etc are displayed in staff room and copies given to and shared with staff where necessary.
- Headteacher, Subject Leader and other staff are mindful of Health and Safety and contribute to PESS programme.
- Some information sent directly to SL who passes on information to relevant adults etc.
- Medical information is communicated through SL and it is ensured that any adult in charge of class/groups of children are aware of medical issues.

Training for staff and ASL

Staff new to the school will receive a PE induction which includes routines for moving equipment and small apparatus, emergency procedures, safe handling of gymnastics equipment.
As part of the induction, prior to commencing their programme of activities all ASL will receive a comprehensive induction.
There will be ongoing training for staff and ASL when new equipment or procedures are introduced, to test emergency and accident procedures and to provide refresher courses for experienced staff and ASL.

Equipment maintenance

The equipment and facilities are routinely checked to identify any signs of wear and tear that may cause injury. Any defective items are immediately taken out of use until repaired or replaced.
There is a routine for checking equipment and reporting faults. The school pays for an annual audit of its Gymnastics Equipment.

Purchasing and storage of equipment

All items purchased comply with the appropriate British Standards (CE, BSI, BSENetc) taking into account the nature of the usage, age of pupils, etc.
All items donated or borrowed from home will undergo suitable and sufficient tests before being used.
The equipment provided by ASL must comply with the appropriate British Standards (CE, BSI, BSEN etc).
All equipment must be is stored safely and securely. Storage areas must be kept tidy and allow safe access for staff, ASL and pupils. Apparatus and equipment is stored in outside shed and in school hall in storage units and containers.

Disposal of equipment

Equipment deemed to be in a defective state and/or unserviceable ("condemned"),where identified by the specialist inspection company or by staff and confirmed by the SL is taken immediately taken out of use and correctly disposed of as soon as possible to prevent inappropriate usage. This equipment is labelled with a black permanent marker and all staff are informed of this. This is recorded as not appearing on the next audit of resources/equipment.

Accident and Emergency procedures

The school has designated trained first aiders (see displayed list).
In curriculum lessons, if an accident or injury occurs, a first aider is informed and decides on the action to be taken. If a first aider is not available, access to first aid provision is in place. If necessary, the rest of the group will be removed from the area accompanied by an adult.
In out of hours learning activities, a first aid kit is available and accessible. Emergency contact numbers are also available and accessible and another member of staff is present in the vicinity to remove other children or the injured child/children if necessary. For ASLs leading curriculum or out of schools hours activities, a first aid kit is made available and accessible and the ASLs are briefed about contact and emergency procedures. The school has a designated First Aid Room.

For off-site visits, the members of staff will have the school phone number, direct to school office who then make relevant contacts. (For specific children, emergency contact numbers are given to member of staff in charge, so a direct call can be made if necessary). All staff accompanying the children will have mobile telephones

All accidents are recorded in the accident book.

Lifting and carrying apparatus and equipment

Staff and pupils are aware of safe practice and regularly updated when lifting and carrying apparatus and equipment.
Staff check equipment visually at the beginning of each lesson and before children work on gymnastic apparatus, checking spacing, connection, stability and appropriateness to the age and ability of the group and the tasks set.

Medical Information

There is a system for sharing medical information between staff and ASL. For specific children, staff are trained on appropriate medical issues. Access to medications etc are very accessible at all times. When staffing PESS, staff medical issues are considered and taken into account and relevant support/cover is put in place.

Jewellery
Pupils, staff and ASL should **not** wear any jewellery, including ear rings/studs when engaged in physical education or school sport.
- Remove
- If cannot remove then teacher decides if task-situation can be amended to enable participation. If not – don't take part.

When such items are removed, they are stored in the jewellery boxes and are handed back at the end of the session.

Clothing and footwear.

A full description of the PE Kit required can be found in the school prospectus.
Dance and gymnastics will be done in bare feet, where the floor surface is suitable.
Children are not allowed to work in socks. Where barefoot work is not possible children will wear plimsolls or similar soft-soled footwear.
Children with verucas should keep them covered and wear suitable footwear.
Long hair should be tied back when necessary, chewing gum and sweets are not allowed.
Headscarves must be secured safely.
Religious adornments etc must be removed or made safe. If removal is expressly forbidden and the article cannot be made acceptably safe by taping, padding or covering, the activity and involvement of the pupil will be suitably modified to mitigate undue risk.

"Disclaimer letters" offered by parents/carers have no legal status and cannot be accepted.
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Staff will dress appropriately for the activities being taught. Class teachers have been provided with a PE kit to wear. As a minimum requirement, staff will wear appropriate footwear and remove jewellery.

Pupils with special education needs

- The school aims to maximize all pupils' participation in physical education and schools sport. Pupils with SEN participate in lessons in a manner appropriate to their ability and the safety of themselves and others.

Staff and ASL working with SEN pupils will:

- know the nature of the pupils learning difficulty, disability or emotional or behaviour disorder
- Be aware of any constraints on physical activity as a result of the disability or regime of medication
- Be able to provide the emergency treatment necessary if the physical activity exacerbates the disability

Regular communication with parents/carers, as appropriate, will ensure that pupils take as active and safe a role as possible.

Changing Routines

Children change in classrooms supervised by adults. In order to respect decency, older children change in separate locations, but supervised by adults.

Organisation of off site visits (including inter- school fixtures, festivals and competitions)

The general requirements for Educational Visits / "Learning Outside the Classroom" apply to physical education or school sport events not on the school site. The school procedures for off site visits should be followed (see relevant risk assessments).
The host school/ club/facility is responsible for completing the risk assessment for the activity. Prior to the event the school member of staff in charge will make themselves familiar with any implications of the host school assessment, clarify any issues with the host and ensure that the pupils (and parents where necessary) are made aware of any procedures to make the situation safe.

Risk Assessment

The school policy for risk assessment is carried out for physical education and school sport activities. Risk assessments are reviewed annually.
There are risk assessments in place for:

- the school hall
- the field
- the playground.
- extra curricular activities (on site risk assessment valid)
- hosting inter school sports events/festivals.
- swimming

Wet Weather Policy

Lessons should be moved inside only when:

- There is potential risk to the children's safety; the surfaces are too slippery or the pupil's do not have appropriate footwear
- The weather will prevent effective learning and teaching
- There is a potential risk to health

Particular concern should be given to planning a lesson that will be safe in the alternate facility – soft balls, modified rules, different activity etc.

Adults Supporting Learning (ASL)
The school benefits from a number of coaches and volunteers assisting the PE and School Sport programme. All these staff must be familiar with the school's child protection policy.

Swimming

The school follows the Swimming Pool and Activity Guidance SPAG 01 and is available on the Knowsley website or Headteacher's office. Risk assessments are carried out for all swimming activities. The school uses Kirkby Leisure Centre for its venue.