



PE Policy

Date: September 2026

Review date: September 2027



Policy Changes

Date	Actions
September 2021	Policy implementation
September 2022	No changes
September 2023	Reviewed and updated
September 2024	Reviewed and updated
September 2025	Reviewed and updated
September 2026	Reviewed and updated

Subject Leader

Date	Subject Leader
September 2021 - present	Donna Rigby



Mission Statement

At Masefield we believe that all our children can achieve, becoming successful future citizens that contribute positively to a society in which all members are equally valued.

High aspirations, high motivation and high outcomes for all, ensure that achievement gaps wherever they exist are narrowed in order to improve pupils' life choices and future prospects.

We strive for all of our children to be safe, feel valued, develop resilience and continually learn within our nurturing and supportive community.

At Masefield, our children BELIEVE, ACHIEVE and SUCCEED!

Curriculum

The curriculum, in its widest sense, firmly underpins the school's Mission Statement, Aims and school motto 'Believe, Achieve, Succeed'. At Masefield, the curriculum is rooted in the needs and context of our community and learners. We provide an enriching and exciting curriculum the foundations of which are rooted in quality first hand experiences, designed to develop vocabulary and cultural capital whilst ensuring that knowledge is durable and transferrable allowing pupils to make connections, develop and apply skills and reason.

Our school curriculum design focuses on the knowledge, skills and understanding of our pupils and their needs in order that all children achieve well. Our school curriculum provides for academic achievement but places the role of developing spiritual, moral, cultural and social development at the heart of all we do with the ultimate aim of ensuring all pupils leave Masefield with the confidence, knowledge and skills to become successful and independent lifelong learners who can make a positive contribution to our diverse and democratic society.

Curriculum Intent for PE

The PE curriculum at Masefield is designed to allow children to experience a wide range of activities which help them develop their health, fitness and mental wellbeing. We strive to offer a high-quality physical education curriculum which helps children succeed in competitive sport and other physically demanding activities.

At Masefield, PE is taught as a discrete subject in order that the development of knowledge and skills is taught meaningfully and explicitly. Naturally, links are made to other areas of the curriculum but this does not dilute the quality and entitlement of high quality PE teaching.

The school's long term plan for PE sets out the content of teaching within in each year group. This is supported by the school's PE progression document which demonstrates learning outcomes within each strand of development within a PE unit. Short term planning details how this content is developed over a series of lessons within the unit of work. The organisation of the PE curriculum provides structured opportunities for pupils to:

- develop the health, well-being, fitness and coordination of children;
- encourage teamwork, unity and collaboration with class members and peers, (school learning dispositions)
- develop a positive attitude to physical activity, physical education and a healthy lifestyle;
- develop the interpersonal qualities of tolerance, patience, discipline, taking turns and perseverance;
- foster community links within local High schools, Sporting Associations and local primary schools
- develop competence to excel in a broad range of physical activities
- be physically active for sustained periods of time



- engage in competitive sports and activities
- lead healthy, active lives

Teaching and Learning PE

In addition to the conscious structure and design of the PE curriculum, great consideration has been paid to the design of the implementation of the curriculum. Teaching delivery will vary according to the activities being undertaken, but will follow the principles set out in the Teaching, Learning and Implementation policy and will include class, group and individual instruction and guidance, exposition and demonstration, and the use of questioning and discussion. The following resources and approaches are adopted across all year groups in order to ensure effective delivery of the intended curriculum.

Seesaw

Seesaw is an online portfolio that collates pupil's work that has been completed digitally. This software allows teachers and pupils to give feedback verbally. This may accompany pupil Geography books with photographic evidence of pupil work.

Role modelling

Teachers and TA's will act as positive role models by setting an example of appropriate dress, including clothing and footwear for both P.E. and Games sessions.

Team teaching with specialist coaches

Through using the Greater goals coaches alongside our class teachers, staff are able to access continuous CPD. Team teaching is used effectively throughout the P.E lessons to ensure high quality teaching is achieved.

Assessment

Progress and attainment in PE is tracked using the school's own assessment system which is based upon a progressive subject criteria that is assessed within each area of learning. Teacher assessment of the work produced and skills developed is assessed alongside key subject knowledge. This is recorded on the cohort's PE tracker.

The PE tracker provides a cohesive picture of PE attainment for each cohort and clearly identifies pupils requiring additional support. The information provided is valuable for class teachers in supporting their pupils but also to the subject leader and senior leaders about the strengths and weaknesses in PE across cohorts, groups and the whole school.

Through targeted intervention and targeted extra-curricular activity, assessment remains functional and fluid and is updated to reflect the impact of intervention and also the further progress pupils have made.



Resources

The organisation and deployment of resources, including risk assessment, is the responsibility of the subject leader. Management, equipment and resources for PE are organised to promote effective teaching and learning. Teachers demonstrate the ways in which specific materials or processes will be organised, and pupils are expected to take an increasing level of responsibility for that organisation.

The school is committed to expanding present equipment wherever necessary and possible, and to organising human and physical resources, with the aim of motivating both staff and pupils to take part in creative activities.

The class teacher and/ or sports coach is responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. The class teacher and/ or sports coach is responsible for the general care of the equipment during the lesson by instructing the children in the correct use of the equipment and by replacing them safely after use. The class teacher should report damage to equipment to the PE Leader as soon as possible.

Sports Premium

At Masefield we believe that sport and PE are extremely important to the physical health and emotional wellbeing of our children. We are dedicated to raising standards in PE and ensuring that more children are becoming more active and engaged in sports. We strongly feel that a fun, varied and competitive PE curriculum and extra-curricular sporting activities have a positive influence on all children and provides a great baseline for an active and healthy future. Details of sports funding can be found on the annual funding action plan which is available to the public via the school website.

Health and Safety

At Masefield we adhere to the BAALPE Health and Safety Safe Practice in Physical Education book. The most recent copy is in school for all staff to refer to and it informs PE risk assessments. Particular Health and Safety considerations are:

- **First Aid:** Any child who gets hurt must go to the office to be seen by a first aider, a buddy may accompany. Any instance where the teacher feels that moving the child may cause further injury, a first aider should be sent for immediately by a child. Asthmatic children must have their named pump with them throughout the lesson, otherwise the pupil is not allowed to participate in vigorous exercise.
- **Jewellery:** Newly pierced ears can be covered with tape or plasters for the duration of the lesson, until they can be removed. Teachers should not remove or fit children's earrings. No watches should be worn.
- **Hair:** For all physical activity long hair must be tied, plaited or clipped back. No metal head bands.

For health and hygiene reasons, everyday clothes must be changed for PE. All children change in their classrooms, supervised by a member of staff. If necessary, there can be separate areas within the classroom for boys and girls to change. Children should not use the toilets as an unsupervised changing room.

- **Indoor PE:** White T-shirt and black shorts. Children work in bare feet or plimsolls; however, they must have shoes on when travelling from the classroom to the hall. Tights must be removed.
- **Outdoor PE:** White T-shirt, jumper (in the winter), black shorts, jogging bottoms or leggings. Trainers must be tied and are essential for all outdoor games lessons. Tights must be removed.
- **Swimming:** Girls wear a swimming costume. Boys wear swimming trunks; alternatively, swimming shorts are permitted if above the knee. No bikinis are to be worn.



Continuing Professional Development

In order to ensure the highest quality teaching and learning in PE, the school is committed to the continuing professional development of both teachers and teaching assistants. The focus of this is determined by the PE subject leader who has the responsibility for coordinating, delivering or sourcing the relevant development opportunities for staff.

In addition, the school employs a specialist sports coach who teaches identified units of PE alongside staff as an element of ongoing CPD.

Subject Leadership

The role of the subject leader and supporting documentation is detailed in the school's Subject Leader Handbook. The provision of allocated subject leadership time ensures that teachers have the dedicated time to fulfil their roles and responsibilities which include:

- supporting and guide the practice of teachers and support staff;
- ensuring coverage, continuity and progression in planning;
- monitoring and evaluate the effectiveness of PE teaching and learning;
- updating documentation where necessary;
- producing action plans for the School Development Plan, preparing bids and manage the P.E budget effectively;
- liaising and consulting with outside agencies where appropriate;
- preparing and leading INSET;
- attending relevant INSET training;
- reviewing regularly the contribution made by PE to a meaningful curriculum;
- reporting to senior leaders, local governors and external reviewers about the position and development of PE across the school

Spiritual, Moral, Social and Cultural Development

In P.E children use the Youth Sport Trust 'My personal best' to explore 'healthy me, social me and thinking me'. This allows children to learn skills such as self-belief, gratitude, empathy and fairness. Throughout the school we celebrate sporting success, explore and respect a variety of different cultures through dance and give children opportunities to create, critique and reflect.

Equal Opportunity and Inclusion

At Red, we endeavour to provide all children with an equal opportunity to maximise their individual potential; this is regardless of ability, gender, cultural background, race, religion, or disability. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Our teaching attitudes, published materials used in instruction with pupils and this policy are guided by these respective policies. Equal emphasis will be given to the roles of both men and women in society, without reinforcing gender, religious or cultural stereotypes. In the planning stage, teachers ensure there is appropriate differentiation for all abilities –including gifted and talented, SEN and EAL. All children are challenged at an appropriate level for the individual. The PE curriculum responds to individual needs in an inclusive and supportive manner which promotes and supports the mental health and wellbeing of all stakeholders & pupils.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public



Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Review

This policy is monitored through:

- Regular scrutiny of children's lessons
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment evidence
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires

This policy is reviewed by staff and governors annually.