



Physical Education Policy

Our Shared Vision

Striving for excellence in everything we do

High Quality
Education for
ALL

Effective
home/school
and community
partnerships

Equality Mission Statement

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment, and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Approved by: QED Committee	Date: 1.5.25
Signature (Chair of Committee): H Hamid	Signature (Headteacher): M Ziane

Last reviewed on: 1.5.25	Next review date: May 2026
---------------------------------	-----------------------------------

This policy covers many of the articles from the UN Conventions on the Rights of the Child. These include;

- **Article 23 (children with a disability)**

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

- **Article 24 (health and health services)**

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that pupils can stay healthy. Richer countries must help poorer countries achieve this.

- **Article 28 (right to education)**

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect pupils' dignity and their rights. Richer countries must help poorer countries achieve this.

- **Article 29 (goals of education)**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

- **Article 31 (leisure, play and culture)**

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Why do we teach P.E. at Becontree Primary School?

The physical development of children is usually well-advanced by the time they start school. Young children quite naturally participate in vigorous movement for its intrinsic pleasure and, in doing so; they will already have learnt a great range of movements, together with a high level of control over their bodies. A good Physical Education Curriculum extends this ability and can make a significant contribution to a child's emotional, intellectual and personal development, particularly their self-esteem. Children's feelings about their physical ability will often carry into adolescence and adult life and may affect their overall self-confidence. It is, therefore, imperative that we help children reach their full potential and to feel as positive as possible about this aspect of their lives.

Physical Education incorporates many aspects of Science and Health Education. Wherever possible, opportunities will be taken to teach children the importance of looking after their own body. The most significant contribution Physical Education can make to Health Education is in establishing

habits of participation in enjoyable physical activity and in developing an understanding of the long and short-term beneficial effects of exercise on the different body systems. Conversely, children should understand the consequences of lack of exercise and the effect of improper use of the body.

P.E. lessons can provide opportunities for work in other curriculum areas through the use of problem solving methods across its activities; primary school practice in teaching mathematics has frequently adopted opportunities in P.E. lessons for measuring distances, times and weights and for explaining the concept of turning through angles.

Some forms of physical expression both augment and may replace other forms of communication and children who find difficulty in oral or written communication, or whose mother tongue is not English, can often experience success and joy in expressing themselves in movement. Language skills can also be reinforced and utilised in description and analysing their own and other's performances. The development of these skills is an integral part of this curriculum area.

What are our aims in teaching P.E.?

We aim to:

- develop physical co-ordination and competence.
- promote the physical and psychological benefits of participation in aerobic activity whilst at school and throughout life.
- develop artistic and aesthetic appreciation within and through movement.
- help children develop socially through competition and co-operation between other individuals and groups.
- promote positive attitudes towards health and physical fitness and an understanding of the biological aspects of the body in relation to fitness and well-being.
- provide equal opportunity for all children to reach their full potential, regardless of their race, gender, cultural background or physical ability.

How do children learn P.E.?

Physical Education is, by nature, a very practical activity where children learn through first-hand experience. In view of this, children should be physically active for a substantial majority of their P.E. lessons.

It is the ethos of the school that children are encouraged for their achievements and that all feedback is as positive as possible. Constructive comments are made to support children who are struggling to achieve. It is only in this environment that children will have the confidence to attempt, and thus develop their skills.

Teachers at both Key Stages will need to plan 2 hours per week of tasks using a variety of teaching styles in order to provide a broad P.E. Curriculum. It is imperative that there is a balance between-

- grouped, pair and individual working.
- competitive and non-competitive activities.

- contact and non-contact sports
- the development of skills and tactical understanding.

The Foundation Stage Physical Development is a prime area in the EYFS, and subsequently we encourage the physical development of our children as an integral part of their learning. We use the guidance set out for Early Years Foundation Stage as a basis for planning the physical development of the children. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

The P.E. Scheme of Work, Get Set for PE, contains full details of the learning stages of P.E. and ensures coverage of the EYFS Framework and the National Curriculum.

The P.E. Co-ordinator is responsible for the monitoring and implementation of the P.E. Curriculum, the management of the P.E. resources and for providing support where necessary.

Physical Education at Becontree Primary School is taught by the class teachers.

Progression

Physical Education involves the development of co-ordination, knowledge, skills and understanding through an inter-related process covering planning, performing and evaluating. Two other elements are important when considering progression. These are independence and interaction, which relate to children's personal, emotional and social development.

Planning to Meet the Needs of All Children:

- child groupings, e.g. ability or mixed attaining groups, or group, paired or individual activities;
- resources e.g. different equipment for different levels of attainment;
- child activity, e.g. different group tasks, different child roles and responsibilities, different allocations of time and variations of pace within the lesson to meet the needs of different levels of attainment;
- other opportunities, e.g. extra-curricular activities, club links and interest groups for the development of excellence.

Differentiation by outcome is achieved by setting tasks, which are suitable and appropriate for all the children' starting level and which allow the more able children to be further challenged. Children of low attainment will need constant reassurance and patience to help improve their confidence. Tasks should also be adapted as necessary.

Special Educational Needs

Provision will be made for children with special educational needs where it affects their performance in P.E. They may have sensory difficulties, physical difficulties, cognitive limitations and/or emotional and behavioural disorders.

At times, it may be appropriate to have the support of a Learning Support Assistant to help with the management of a particular child during P.E. If this is the case, it is preferable to have the Assistant working with a group of children, which includes the child who needs the support. Everything should be done to avoid highlighting the disabilities of any particular child.

Assessment:

Direct observation is the most obvious way of collecting evidence in Physical Education.

Assessment of children's attainment is a continuous process and criteria are needed which can be used in assessing children's work in physical education, such as

- accuracy
- efficiency
- adaptability
- ability to do more than one thing at a time
- teamwork
- agility
- stamina to sustain participation
- imaginative performance

Evidence of new skills learn is recorded towards the end of every unit and saved on the school server – as per the Evidencing Guidance document.

Extra-Curricular Activities

There is a healthy tradition in the school of after school activities supervised by school staff in their own time. We also offer clubs run by outside agencies. These include

- Dance
- Multi Skills
- Fitness
- Dodgeball
- Basketball

These activities provide opportunities for more advanced coaching and competition with children from other schools and larger scale team games. This is a valuable part of the life of our school and a useful supplement to the National Curriculum. Children with sporting ability are encouraged to take part in such extra-curricular activities, although these are voluntary and no child would be forced into participating.

Health and Safety

All teachers are responsible for safety in their own lessons and should, therefore, be familiar with the procedures associated with the teaching of particular activities.

It is imperative that good discipline is maintained throughout a P.E. lesson. Children should always be aware of what is expected of them; the reason for that expectation and what will happen if they do not follow instructions. The noise levels in the hall/outdoor area should always be such that children can hear the teacher's instructions/signals. Class teachers should position themselves in the hall/outdoor space so that they are able to observe the whole class. They must be constantly watching the children's actions and never become engrossed in one group of children and neglect the rest.

All indoor lessons must be taught with children wearing appropriate footwear (gripped trainers or plimsols), apart from gymnastics which is taught bare footed for safety reasons. Dance lessons should be taught using plimsols or bare feet.

If an accident occurs during a P.E. lesson, the teacher should ask all children to stop what they are doing so that full attention can be given to the injured child. Send the child to the office with another child, or, if it is a serious injury, send a responsible child to the office to obtain assistance.

Some asthmatic children may need to keep their inhaler to hand during a P.E. lesson and, if this is the case, the older children should be taught to take responsibility for getting this themselves.

If any damage occurs to apparatus, this should be reported to the P.E. co-ordinator. The P.E. co-ordinator is responsible for carrying out a weekly check of the apparatus. It is the responsibility of the Headteacher to ensure that a specialist checks the large apparatus in the hall at least once per year.

All children should be taught how to safely carry, set out and put away the equipment.

(See PE risk assessment)

PE Kits

In order to save time, children come into school dressed in their PE kits. Teachers should also wear suitable footwear and a tracksuit (optional) as a model to show that appropriate clothing is needed for these activities. It is important that teachers' footwear enable them to move quickly without risk of slipping.

For children:

All children must have a PE kit. This includes a black pair of shorts, a white T-shirt or a black leotard, a pair of plimsolls or trainers and dark coloured sweatshirt and jogging trousers for outdoor PE lessons in the winter.

For safety reasons, it is imperative that the indoor dress code is followed for gymnastics lessons. Under no circumstances should children wear tights or socked feet on apparatus as this can be dangerous. Where children have to cover their legs for religious reasons, then they should not take part in activities that could endanger them. They should be given alternative challenging tasks, which would not put them at risk. Long hair must be tied back at all times.

It is a Borough regulation that no jewellery should be worn during any physical activities and this rule should be adhered to. If parents choose to send children to school wearing earrings, it is the children's responsibility to remove them before PE and swimming lessons. All watches must be removed prior to a lesson. **(See Appendix 1 for more information)**

Equal Opportunities

All children will be given access to the full P.E **(See Equality Mission Statement)**. Although some games and activities have traditionally been preferred by one sex, we do not wish to assume such stereotypes; thereby depriving children of the opportunity to enjoy a variety of activities. Throughout the whole school, *all* children will learn *both* 'hand' ball *and* football skills and take part in related small group games. There will be no single sex groupings. Similarly, we will encourage both sexes to participate in any of the after school activities. To give children the necessary experience in outdoor pursuits, we arrange a residential trip for Years 6 to a suitable outdoor adventure centre. In order to provide equal opportunity for all children, we would not wish to deprive any child from attending because of their family's financial position. Therefore, we aim to make the trip as affordable as possible and allow parents to contribute to the cost over the year. In cases where parents are genuinely struggling to afford the trip, the school has the discretion to assist parents using alternative funds.

Appendix 1

Jewellery Policy Reminder

It is common practice for schools to make rules about the wearing of jewellery in school. We believe our policy is reasonable and based on ensuring all children are kept safe in school. Many schools have banned the wearing of earrings in school completely but our Governing body did not want to do this. Instead, they wanted a sensible compromise which we know our families will support as it is in the best interests of your children.

Thank you for following this policy and for your continued support in keeping all of our children safe.

Nursery and Reception children



Due to the fact that in our nursery and reception children are taught mainly through structured play and outdoor learning, it is **STRONGLY ADVISED** that children in these classes **DO NOT** wear earrings / jewellery at all in school. Should you choose to allow your child to wear earrings (small studs only) despite the Health & Safety risks, you must inform us of this in writing.

Key Stage 1 and 2 children

Earrings

If parents/carers choose to send their child to school wearing earrings, the following rules apply:

- Children should only wear **1 simple, small stud earring in each ear**. No hoops or dangly earrings are allowed. Lovely as they are for the weekend, they are not considered appropriate for school.
- We strongly recommend that earrings of any value are not worn in school either. School cannot accept responsibility for the loss of or damage to any items of jewellery brought into school.
- Bearing in mind this policy, if you are considering getting your child's ears pierced, the most appropriate time would be the beginning of the summer holidays.



Watches

Watches can be worn to school, but again, the school cannot be held responsible for any loss or damage caused.



Jewellery worn for religious reasons

Some jewellery may be worn for religious reasons. Please speak to your child's teacher if you would like to discuss this further.

Physical Education/Activity

It is our policy that children should not wear any jewellery when doing P.E.

“It is a Borough regulation that no jewellery should be worn during any physical activities and this rule should be adhered to. If parents choose to send children to school wearing earrings, it is the children’s responsibility to remove them before PE and swimming lessons. All watches must be removed prior to a lesson.”

(Becontree Primary School PE Policy)

Please note that adults cannot remove or replace earrings in a child’s ear.

Please also note that children are responsible for the safe keeping of any jewellery removed.

Children who cannot remove their own earrings will be given micropore tape so that they can cover their earrings themselves before taking part in PE lessons. The child will then remove the tape after the lesson.



If a child cannot cover their own earrings in tape, e.g. they are allergic or they are too young to be able to do this then they will not be able to actively participate in the lesson. They will be given a different task to do within the lesson.

PE is part of the national curriculum which is statutory in all schools. Children should not miss out on PE regularly because of issues regarding jewellery. Therefore, parents/carers will be asked to make sure that children have their ears taped or earrings removed before the next PE lesson.

Thank you for your co-operation and support in keeping our children safe.

