

PIERVIEW ACADEMY

PHYSICAL EDUCATION POLICY

Date Reviewed: September 2026



Contents	2
Rationale:	3
Aims	3
Guidelines	3
The P.E. Curriculum	3
Curriculum Framework	3
Units of Work	4
Progression Map	4
Basic Lesson Plan	5
Further Points to Consider	5
How PE teaching is monitored	6
Health and Safety	6
Equipment and Resources	7
Inclusion	7
Recording and Assessment	8
Staff Training	8

Rationale:

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore both tutors and children should be aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes athletics, dance, games, gymnastics, and outdoor education. A high quality programme is designed to satisfy the needs, abilities and interests of all individual children.

Aims

1. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school as recreation:
 - By developing a positive attitude and interest in a wide range of physical activities.
 - by raising awareness of issues regarding Health Related Fitness.
2. To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.
3. To contribute to the intellectual development of each child:
 - aesthetic appreciation and understanding of Dance and Gymnastics.
4. To help establish the individual child's self-esteem and confidence. To develop social skills (co-operating in groups & playing fairly to rules).

Guidelines

Pierview Academy will:

- Follow a broad and balanced PE curriculum fulfilling the demands of our PE curriculum.
- Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate, where possible; into other curriculum areas (eg use of athletics data in ICT and number work in both numeracy and PE lessons).
- Develop programmes that meet the needs of all the children, providing equal opportunities – inclusion of SEN and physical disabilities.
- Make allowances for children with disabilities and medical conditions, taking into account children with special needs, through modified and mini versions of games and practices.
- Provide enjoyable experiences, where positive attitudes of sensitivity, cooperation, competition and tolerance may develop.

The P.E. Curriculum

Curriculum Framework

The PE Teacher will deliver PE lessons for all learners. Where appropriate KS3 and KS4 learners will have PE delivered through an appropriate qualification delivered along this.

Units of Work

The PE Teacher has developed a Scheme of Work for all the KS1 & KS2 learners for the group delivered lessons. KS3 & KS4 will be working to a relevant qualification and will be delivered on their timetable.

Progression Map

This shows the units of study covered and outlines how students progress through the school's PE curriculum. Units covered reflect a broad and balanced curriculum that ensures coverage across a range of key areas including team games, balance & co-ordination, team building skills, flexibility, fitness and developing leadership skills.

PVA Year	NC Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NASA	Year 8+	Swimming	Swimming	Team building	Team sports	Swimming	Swimming
KS3	Year 7+	Swimming	Swimming	Volleyball	Kwik Cricket	Swimming	Swimming
KS3 Cycle 2	Year 7+	Football	Dodgeball	Badminton	Kwik cricket	Gym	Football
KS4-5 (Optional Vocational Course)	Level 1 NCFE Award in Exercise Studies	Unit 1: Understand the principles of exercise and fitness	Unit 1: Understand the principles of exercise and fitness/catch up	Unit 3: Apply the principles of a training programme	Unit 3: Apply the principles of a training programme /catch up	Unit 2: Demonstrate and understand safety factors relating to exercise	Unit 2: Demonstrate and understand safety factors relating to exercise/catch up
KS4 Cycle 1	Year 10+	Football	Dodgeball	Racket Sports	Kwik cricket	Gym	Football
KS4 Cycle 2	Year 10+	Volleyball	Dodgeball	Racket Sports	Kwik cricket	Gym	Volleyball
KS5 Cycle 1	Year 12+	Football	Dodgeball	Racket Sports	Kwik cricket	Gym	Football
KS5 Cycle 2	Year 12+	Volleyball	Dodgeball	Racket Sports	Kwik cricket	Gym	Volleyball

Basic Lesson Plan

1. Warm up - 3 to 5 min's gentle exercise or stretching.
2. Introduction (or Revision) - individual or pair work.
3. Development - more challenging tasks in small groups.
4. Conclusion / Assessment - transfer of skill/s learnt to final activity e.g. playing small sided games or performing a sequence in Gymnastics.

Further Points to Consider

- Insist on correct and safe PE kit - see section in Health and Safety.
- Use both teacher and pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.
- Based on the needs of the learners, make sure they are comfortable and listen when instructions are being given.
- Teach boys and girls together - in general insist on mixed groups depending on the activity.
- Select a mixture of competitive and non-competitive activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games (eg 11-a-side football) where the weaker players will have little contact with the ball.

- Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In Dance and Gymnastics, this will encourage less confident children to be more involved in a group activity.
- Encourage honest competition and the idea of doing one's best- work towards children refereeing their own games.
- Choose suitable equipment for the age and ability of the pupils - e.g. in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.
- Count equipment in and out but use pupils, where possible, to help.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - e.g. when to use a bounce pass in netball rather than an overhead pass.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.
- Some learners may need one-to-one lessons based on their needs and availability of the timetable; this will be provided whenever possible.

How PE teaching is monitored

PE is monitored termly & annually. There will be an assessment criteria that learners will be working towards, and where appropriate the learn can be aware of this to work to their targets.

Health and Safety

PE KIT

KS1 and KS2

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children:

Games and Athletics: Shorts and T-shirt for indoors lessons in the halls (track-suit bottoms and sweatshirts should only be necessary in the playground on a cold day). Properly fitting trainers or plimsolls

Dance and Gymnastics: As for Games but bare feet.

Outdoor Activities: Generally as Games, but otherwise clothing appropriate to the activity.

General Points

- The teacher teaching the class should also wear appropriate clothing.
- Jewellery (except stud earrings) must be removed. Teachers will not take responsibility for looking after jewellery.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching assistant should accompany the children to apply first aid.

For serious accidents (head injuries, serious cuts or suspected fractures) the PE Teacher should stay with the child and send a tutor to find a suitable first aider. After the incident the PE Teacher & first aider must complete an accident report form which is available in the office.

Medical Conditions

It is the responsibility of the PE Teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should

be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary. The PE teacher will liaise with expertise when deemed necessary (Occupational Therapists, Physiotherapists ect) to support inclusivity and accessibility (e.g. cerebral palsy) and to safely manage conditions and personal factors such as hypermobility within PE activities.

Equipment and Resources

Safety

Small equipment is checked by the PE Teacher on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the SMT and taken out of use. Children should be made aware of safe handling of the PE equipment.

Locating equipment

Most of the equipment is kept in the sports cupboard (with access with the key in the main office). Anything else is brought and kept as and when needed.

Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence in the 6 activity areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support EAL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator. They may then be further extended.

Recording and Assessment

The PE Curriculum Framework will serve as a record of the broad topics covered (units of work) in each activity area for subsequent PE Teacher and the learner's tutor to refer to. In line with overall school policy, teachers should make notes of significant achievement against the progression maps for each PE unit. PE teachers use connecting steps to track and monitor student progress. The following criteria should be taken into account and questions answered:

- Pupil record of participation.
- The overall physical skill and ability of the pupil.
- The ability of a child to select an appropriate response to a task.
- The ability to appreciate and evaluate the performances of self and others.
- How well the child interacts with other members of the class.
- Is the child motivated and enthusiastic?
- Does the child have any particular aptitudes or talents?
- What work has the class covered in the year?
- Has the child any specific problems which need to be addressed?

Staff Training

- The PE Teacher will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside the PE Teacher.