



DUDLEY ACADEMIES TRUST

Blowers Green Primary School

Physical Education Policy

Issue number:	001
Responsible:	Headteacher Zoe Adams
Approved by:	Local Advisory Committee
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Physical Education (PE)
PHYSICAL EDUCATION (PE) PROVISION
BLOWERS GREEN PRIMARY SCHOOL

Our Vision

At Blowers Green Primary School, we want children to leave our schools with the ability to live the rest of their lives as healthy free moving individuals with a love of exercise and sport. Through a positive caring environment, we provide the opportunity for every child to aspire to reach their full potential.

Introduction

At Blowers Green Primary School, we are committed to providing all children with learning opportunities to engage in Physical Education. This policy reflects the Trust's values and philosophy in relation to the teaching and learning of PE. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

Whole School Vision – Enjoy, Involve, Inspire

We aim to inspire and engage children's interest in sporting activities through providing a wide range of opportunities within school, after school and within the wider community.

We aim to foster children's interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages.

We aim to promote our values through sports and positively encourage children to share, respect, support, trust and work together.

Curriculum Aims

To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, coordination and fluency.

To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.

To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.

To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.

To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

Curriculum Planning and Organisation

The school provides a wide range of sports and activities to develop the children physically as well as a way of engaging the children in PE and sport.

Over the school year, learners access a range of sports such as:

Traditional Sports: Athletics, basketball, cricket, yoga, football, gymnastics, hockey, netball, rugby, tennis, volleyball, swimming, dance, rounders.

Other Sports: archery, Dodgeball, Boccia, Handball, Bike Ability (balance bikes), outdoor orienteering.

Each class is timetabled so that they can access the hall / sports facilities at least twice a week regularly.

The playground areas, field, multi-use games area (MUGA) pitch and grounds are used to facilitate activities such as outdoor activities and games.

Specialist teaching staff deliver high quality PE activities/lessons for 1.5 - 2 hours per week.

Swimming lessons are provided by qualified instructors from Year 2 into Year 3 and 4.

Our PE team regularly provide additional opportunities for extending the PE curriculum.

A range of after school sessions will run for all children weekly through the academic year.

Lunchtime activities and facilities provide focused activities for Key Stage 2 (KS2) / Key Stage 1 (KSI) / Early Years Foundation Stage (EYFS) children helping to establish healthy lifestyles.

Trained Play Leader 'PE Ambassadors' lead sporting activities daily.

The children are given regular opportunities to participate in competitive sporting activities. Staff accompany the teams to these events.

The school has strong links with The Black Country Games Partnership who run inter sports activities.

Early Years Foundation Stage (EYFS)

Physical development within the EYFS framework is one of three prime areas for learning.

The two related early learning goals are:

Expected

Moving and handling – children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

Health and self-care – children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Exceeding

Moving and handling – children can move confidently whilst manipulating a piece of equipment.

Health and self-care – children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Children engage in a range of daily activities designed to develop both fine and gross motor skills, supported by access to a dedicated outdoor learning area. In addition, they participate in weekly PE lessons held in the school hall, where they use age-appropriate equipment such as soft play apparatus, balance beams, climbing frames, beanbags, hoops, and balls to enhance coordination, strength, and spatial awareness.

Key Stage 1 and 2

The school uses the PE Schemes of Work as set out in national guidelines – these have been adapted to meet the needs of the children and are supplemented with ideas and activities from other sources. The schemes are in accordance with the current National Curriculum guidelines.

Lessons are structured into progressive units of work to promote deeper understanding, skill development, and reflective performance. This approach aligns with Ofsted’s PE Research Review, ‘Playing the Field, 2023’, which identifies three interconnected pillars of progression: motor competence, rules, strategies and tactics, and healthy participation.

Motor competence focuses on developing a broad range of movement skills—such as running, jumping, balancing, and throwing—that become increasingly refined and specific to sport and physical activity

Rules, strategies and tactics involve understanding the conventions of different sports and physical activities, enabling pupils to participate confidently, make informed decisions, and work collaboratively

Healthy participation emphasises safe and effective engagement in physical activity, supporting pupils to make informed choices about leading active, healthy lifestyles both in and beyond school

By embedding these pillars into curriculum planning, pupils are supported not only in acquiring physical skills but also in developing the knowledge and attitudes necessary for lifelong participation in sport and physical activity.

Currently swimming lessons take place weekly.

Contribution of PE to teaching in other curriculum areas

Literacy

Links between PE and English include: following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama and dance.

Mathematics

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

Physical Education is enriched through purposeful links with ICT. Children use capturing and recording equipment—such as cameras and tablets—to evaluate and reflect on their performance, supporting skill development and self-assessment. Videos of professional athletes are also used to model effective technique and inspire high-quality movement.

Additionally, unplugged computing activities are embedded within PE lessons; for example, choreographing and performing dance sequences helps children understand key coding concepts such as sequencing, pattern recognition, and logical order, laying the foundation for computational thinking.

Personal, Social, Health Education (PSHE) PSHE and PE links include following rules, living healthily, cooperating with others and understanding fairness and equality.

Life Skills

Through sport, children are taught the values of respect, trust, honesty, friendliness and perseverance. We use Holistic Intelligence guidance to ensure such life skill values are covered.

Healthy Eating

The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through cookery sessions with all age groups.

Social, Moral, Spiritual and Cultural (SMSC)

PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and cooperative work, while gaining a better understanding of themselves.

Inclusion

The school is committed to ensuring that all pupils, including those with special educational needs and/or disabilities (SEND), are fully included in high-quality physical education.

Spare PE kit, including swimming attire, is readily available to support pupils who may not have their own, ensuring no child is excluded from participation due to practical barriers. Additionally, each child receives their first PE top of the academic year as a gift, reinforcing our inclusive ethos.

PE lessons are designed to provide rich and challenging experiences for all pupils, regardless of ability. While children may engage in different activities tailored to their individual needs, all are given equitable opportunities to achieve the curriculum aims. For pupils with limited gross motor skills, activities are thoughtfully adapted to maintain their integrity while ensuring accessibility and meaningful engagement.

In line with Ofsted's PE subject report and research review, the curriculum is underpinned by the principle that all pupils are entitled to high-quality PE. This includes developing motor competence, understanding rules, strategies and tactics, and fostering healthy participation.

The curriculum is ambitious and inclusive, ensuring that pupils with SEND are supported to 'know more and do more' through high-quality instruction, practice, and feedback.

For competitive events, the school ensures that all children have the opportunity to participate, recognising the value of inclusive competition in building confidence, teamwork, and a sense of achievement.

Assessment and Recording

Assessment is usually carried out by the PE team in the course of the normal class activity.

This is done mainly through observations and sometimes through discussion with children.

Physical development levels and progress are recorded by the EYFS teachers for each child.

Physical Education / physical development is included as part of the end of year reports to parent/carers.

Health and Safety

All staff have due regard for the current Association for Physical Education (AfPE) PE guidance 2012 when preparing and delivering PE lessons:

Pupils are taught how to improve their own abilities to assess risks.

First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.

Inhalers for pupils suffering from asthma are made readily accessible

Children with diabetes are monitored closely throughout and after PE lessons by staff.

Regular checks are made on all equipment.

The subject leader and Site Team (Dudley Academies Trust) make termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.

Any items constituting a danger are taken out of use immediately.

All large items of equipment are inspected annually by an independent safety expert.

Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.

Pupils are made aware of safe practice and understand the need for safety when undertaking any activity (eg not lifting hockey stick above the waist, not jumping or running in front of others, etc).

Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.

In accordance with the national health and safety guidance for PE in UK primary schools particularly from the Association for Physical Education (AfPE) covering earrings with plasters or tape is not considered safe and is no longer recommended. Taping or covering

earrings with plasters creates a false sense of safety and has led to injuries, such as earrings being pulled out or causing damage during contact activities

If a child cannot remove earrings (e.g. due to recent piercing), they should not participate in physical elements of PE until it is safe to do so. The school will therefore offer alternative roles such as coaching or theory-based tasks during this period

Pupils wear suitable footwear when travelling to and from the hall and ensure hair is tied back.

If a child has no trainers for outdoor PE they use their shoes if the activities are on the playground.

Resources

There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.

Large equipment/ mats and some indoor PE resources are stored in the hall, sheds or outdoor storage facilities.

Outdoor equipment is stored in the outdoor store.

Administration Arrangements for Extra Curricular Sporting Events

The School Office Administration Assistant liaises with teachers/support staff and sports coaches to arrange After School Clubs/ Holiday Sports clubs lead by Dudley Local Authority (HAF programme) attendance of teams at external sporting competitions.

Where necessary contact is made with the Educational Visits Coordinator to ensure that the appropriate paperwork and risk assessments are completed.

School Sports Premium

The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed regularly by Governors at Governor Local Advisory Meetings. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds. This is spent to enhance and offer sustainability to the PE Curriculum within each school.

Monitoring and Review

The subject leader will oversee the continuity and progression within annual and medium-term plans. They will also monitor the quality of teaching and learning through observations. The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school to enhance learning and direct teachers to examples of good practice