



OVERCHURCH

INFANT SCHOOL

Primary PE Policy 2025

Approved by Full Governing Body	
Date ratified by Governors: 15.12.2021	
Date reviewed: September 2025	
Date of next review: September 2027	
Signed:	Headteacher
Signed:	Chair of Governors

Contents:

Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [The early years foundation stage \(EYFS\)](#)
4. [Curriculum](#)
5. [Teaching and learning](#)
6. [Time Allocation](#)
7. [Inclusion](#)
8. [Assessment and reporting](#)
9. [Cross-curricular links](#)
10. [Extra-curricular activities](#)
11. [Lunchtimes](#)
12. [PE kit and Health and Safety](#)
13. [Behaviour](#)
14. [Health and Safety](#)
15. [Reporting accidents](#)
16. [Equal opportunities](#)
17. [Monitoring and review](#)

Statement of intent

We aim to provide a PE curriculum that pupils not only enjoy, but gives every child the physical literacy, emotional and thinking skills to achieve both in PE and importantly – life. Our curriculum supports the development of pupil's health, fitness and wellbeing, allowing children to excel in their knowledge and skills through our progressive and inclusive PE teaching.

At Overchurch, we recognise the importance of both fitness and physical development in the early stages of a child's life. Our curriculum will place additional focus on pupil's fundamental movement skills such as balancing, jogging, running, jumping, hopping, dodging, galloping and skipping and provide more opportunities for the development of object control skills such as bouncing, throwing, catching, kicking, striking. These skills, along with pupils' gross motor development and health and fitness have been identified as key priorities for our young people.

Children in EYFS and KS1 will benefit from our weekly PE sessions, ensuring the above fundamental movements and skills are integrated on a daily basis. These lessons are not just about physical skills; they also allow young people to develop cognitive skills such as decision making and reflection, social and communication skills to allow pupils to navigate real-life situations and manage risk and a child's personal developments such as self-esteem, respect and resilience.

Vision:

At Overchurch Infant School we believe that Physical Education is well-placed at the heart of our curriculum in order to support children's all-round development. Physical education not only develops a child's physical skills, but is vital in its contribution to boosting their confidence, nurturing their emotional development and enabling them to make healthy lifestyle choices.

With so many of our children over the last few years spending less time being active, we want to ensure that all children have the opportunity to be more physical throughout the school day. Through our active school timetable, we offer a range of opportunities for our children to access physical activity through PE, lunchtimes, Active clubs, forest learning, after school clubs and active learning opportunities across the curriculum.

PE lessons are taught with the following aims in mind:

- Meet the requirements of the national curriculum
- Promote a healthy lifestyle
- Encourage physical activity and exercise
- Build self-esteem, confidence and resilience
- Provide all pupils with access to the lesson
- Develop pupils' academic, social and physical ability
- Encourage good behaviour and respect amongst pupils
- Promote team work and cooperation amongst pupils

This policy outlines what pupils will be taught during PE lessons and how they are expected to behave, as well as the measures taken in order to ensure the health and safety of pupils, including role-specific responsibilities.

Through the Government Funding for primary PE and Sport, the school will provide further opportunities for all children to develop their physical literacy. This will be through work with external agencies, specialists and staff development.

1. Legal framework

1.1. This policy has due regard to legislation and guidance including, but not limited to, the following:

- Workplace (Health, Safety and Welfare) Regulations 1992
- Management of Health and Safety at Work Regulations 1999
- Health and Safety at Work etc. Act 1974
- DfE (2013) 'Physical education programmes of study: key stages 1 and 2'
- DfE (2017) 'Statutory framework for the early years foundation stage'

1.2. This policy will be implemented in conjunction with the following school policies, documents and procedures:

- Health and Safety Policy
- Accident Reporting Procedure Policy
- First Aid Policy
- Pupil Accident Log
- Pupil Code of Conduct
- Staff Code of Conduct

2. Role and responsibilities

2.1. The headteacher is responsible for:

- Appointing an appropriate PE coordinator.
- Ensuring that appropriate procedures are in place for the reporting and managing of accidents.
- Ensuring effective health and safety procedures are in place, and that the appropriate safety measures are taken.
- Ensuring all necessary risk assessments have been undertaken.
- Ensuring that teaching standards are maintained and the effectiveness of the teaching of the subject is monitored.
- Liaising with the PE coordinator regarding the spending and impact of the PE and sport premium funding.
- Ensuring that the use of the PE and sport premium is effectively communicated to the governing board.

2.2. The PE coordinator is responsible for:

- The overall implementation of this policy.
- Liaising with staff members to develop an effective PE timetable.
- Producing a flexible and appropriate scheme of work.
- Supporting staff members in all aspects of the curriculum.
- Creating an action plan at the start of each school year, identifying any areas of improvement within the subject which need to be addressed.

- Maintaining and replacing equipment.
- Ensuring the areas of the premises used for PE lessons are safe and clear of obstructions or other hazards.
- Monitoring the teaching of PE at the school, ensuring that high standards are consistently maintained.
- Undertaking the necessary risk assessments, and ensuring that the details of any PE-related accidents are recorded, including the action taken and the health and safety procedures followed.
- Maintaining records relating to the teaching of PE, including lesson plans, risk assessments and ensuring accident logs are updated.
- Attending any necessary training, in order to help inform future developments of the subject at the school.
- Keeping up-to-date with any changes in the subject area.
- Ensuring that the school provides extra-curricular opportunities to pupils, further developing the skills learnt during their PE lessons.
- Liaising with the senior leadership team (SLT) and other relevant staff members regarding the use of the PE and sport premium.
- Providing the headteacher with an annual summary report regarding the teaching of PE at the school.

2.3. Staff members involved in the teaching of PE are responsible for:

- Acting in accordance with the school's Health and Safety Policy.
- Reporting accidents and other incidents in line with the school's Accident Reporting Procedure Policy.
- Participating in any necessary training or CPD.
- Keeping up-to-date with changes within the subject area.
- Acting in accordance with the Staff Code of Conduct.
- Making informed decisions regarding whether the weather conditions are suitable for the planned lesson, and ensuring alternative appropriate arrangements are in place.
- Teaching 2 sessions of quality PE a week.

2.4. Parents are responsible for:

- Providing their child with the necessary PE kit.
- Providing their child with appropriate footwear for outdoor PE classes.
- Ensuring that, where necessary, evidence is provided when their child cannot participate in PE lessons.
- On occasions when earrings have not been removed we remind parents and carers that within the parental consent booklet, parents have confirmed that earrings will be removed on their allocated PE day. We therefore confirm that this is a parents responsibility and school *****

2.5. Pupils are responsible for:

- Acting in accordance with the Pupil Code of Conduct at all times.

3. The Early Years Foundation Stage (EYFS)

3.1. Physical development will be encouraged as an integral part of work for pupils in the EYFS, teaching them how to control their movements and become competent movers.

3.2. Pupils' fundamental movement skills are developed during the EYFS, laying a foundation for future PE lessons.

3.3. Particular areas of focus will include movement, balance and the use of PE equipment, including gymnastic apparatus, floor mats and sporting goods, such as bats and balls.

3.4. Pupils' physical development will relate to the new objectives of the early learning goals, which are set out in the DfE's 'Statutory framework for the early years foundation stage', including:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
- Developing good control and coordination of large and small movements, moving confidently in a range of ways and negotiating space safely.
- Handling equipment and resources effectively.
- Developing an understanding of and talking about good health, including exercise and healthy diets.
- Managing basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- Playing co-operatively, taking turns with others.
- Participating in new activities and verbally explaining why they like some activities more than others.
- Independently choosing the resources they need for their chosen activities.
- Working as part of a group and independently, understanding and following rules.
- Demonstrating an ability to follow instructions involving several ideas or actions.
- Counting reliably with numbers from one to 20, such as keeping score during sporting activities.
- Demonstrating an understanding of measurements, such as the use of metres during races.

3.5. All pupils within the EYFS will be given the opportunity to undertake activities that provide appropriate physical challenge, both indoors and outdoors, whilst using a range of resources and equipment.

3.6. EYFS classes will have one PE lesson per week with class teacher following Essential's Scheme of Work.

3.7. An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five.

4. Curriculum

4.1. During KS1, pupils will be taught to:

- Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination, beginning to apply applying these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

5. Teaching and learning

- 5.1. The school uses a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and this is taught through a mixture of whole class teaching and individual/group activities.
- 5.2. Teachers draw attention to good examples of individual performance as models for the other children and encourage the children to evaluate their own work as well as the work of other children. Lessons and activities will build upon pupils' prior learning, developing their skills, knowledge and understanding within each activity area.
- 5.3. In all classes there are children of differing ability. Whilst recognising this fact, the school provides suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Children identified as having exceptional skills in PE are challenged, stimulated and extended.
- 5.4. Additional opportunities are discussed with parents for outside school.
- 5.5. EYFS & KS1 uses Edsential online Scheme of work as the basis for its progressive curriculum planning in PE.
- 5.6. The scheme ensures progression. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, the children are increasingly challenged as they move up through the school. Lessons are blocked in units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively. The units are left open to adapt and develop using own teaching styles and skills, whilst addressing all aspects of the National Curriculum in PE.
- 5.7. Early Years - The Foundation Stage - Physical development within the EYFS framework is one of three prime areas for learning. It involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

The related Early Learning Goals are:

- Negotiate space and obstacles safely, with consideration for themselves and others.

- Demonstrate strength, balance and coordination when playing.
 - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
- 5.8. Children access a range of daily activities to develop their fine and gross motor skills and have unlimited access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.
- 5.9. The PE coordinator is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.
- 5.10. Teachers are responsible for reviewing and updating short-term plans and building on the medium-term plans, taking into account pupils' needs and identifying the methods through which topics could be taught.
- 5.11. All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- 5.12. Where appropriate, a sports coach will lead the lesson or teach alongside the teacher.
- 5.13. Pupils will be taught through a mixture of whole-class, group and individual activities, ensuring that tasks are suitable for pupils' abilities.
- 5.14. Pupils will be encouraged to evaluate their own performance, as well as the performance of others.
- 5.15. Pupils will be given the opportunity to both collaborate and compete with each other during lessons.
- 5.16. The PE coordinator will act as the first point of contact for staff members planning PE lessons or sporting events.
- 5.17. A variety of resources, including indoor and outdoor sporting equipment, will be used to provide a range of challenge for pupils.
- 5.18. Staff members involved in the teaching of PE will have access to PE resources, including sporting equipment and specialist literature, at all times.
- 5.19. PE resources will be booked in advance and authorised for use by the PE coordinator prior to use.
- 5.20. Teaching Assistants are not permitted to teach PE. Only staff with QTS or Level 2 Sports Coaches are permitted to teach PE.
- 5.21. Where a pupil is unable to participate in a lesson, the teacher will set them another related task, such as being score counter or equipment manager.

6. Time Allocation

- 6.1. Children in the foundation stage receive a minimum of 1 hour of PE per week, timetabled in the hall delivered jointly by the class teacher and a sports specialist. In addition to this, all children have constant access to the outdoor environment which includes physical activities

and equipment, such as: skipping ropes, hoops, mini hurdles, bats and balls, balancing equipment, bikes and scooters etc.

- 6.2. Lunch time offers FS2 children a range of activities to support keeping happy and active.
- 6.3. Each KS1 class is timetabled so that they can access the hall twice a week. One Session is delivered by the class teacher / Year group teacher, the other is available for cross curricular active time.
- 6.4. The playground at playtime and lunchtimes are sectioned into specific coloured zones which offer a range of activities and competitions for children to take part in on the Year 1 playground.
- 6.5. Active sports club and forest club is available to targeted children based on a variety of needs that need developing.
- 6.6. Afterschool sessions run each night from Autumn 1 to Summer 2 for KS1 children with a different focus each term. Eg handball, golf. Foundation stage afterschool sessions run from Spring 1 to Summer 2.

7. Inclusion

- 7.1 On the occasion that a child comes into school wearing the incorrect kit, it is the teacher's responsibility to determine whether PE can still be accessed safely. Parents will be reminded of the child's allocated PE day.
- 7.2 No pupils will be excluded from any physical education programme unless advised by a medical professional.
- 7.3 **Teaching assistants** available for sessions will take part in PE lessons, used effectively to support and differentiate activities. **No child** will be removed from PE for intervention work/ reading groups etc during their hourly lesson.
- 7.4 Lessons will provide good quality experiences that are suitably challenging for all pupils.
- 7.5 Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- 7.6 For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.

8. Assessment and reporting

- 8.1. Pupils will be assessed through observations made during lessons.
- 8.2. Teachers will record the progress of pupils against the learning objectives for the lesson.

- 8.3. Assessment is carried out by teachers during class activities. This is done mainly through observations and sometimes through discussion with children. This will be inputted into ***Insight*** half termly/ termly depending on Year group.
- 8.4. Individuals' assessment information will be recorded to help pupils' future teachers plan appropriate work for them and assist in the assessment of pupils' progress each half term and provided to PE Co-ordinator.
- 8.5. A photographic/video record is used to document their work using class iPads and relayed to parents on Twitter weekly.
- 8.6. Physical development levels and progress are recorded by the EYFS teachers for each child relating to the Physical Development area of learning.
- 8.7. Emerging, expected, exceeding levels of development are assessed at the end of each unit of work by class teacher. Assessment is done with teachers alongside the sports coach on the appropriate assessment format provided.

9. Cross-curricular links

- 9.1. Wherever possible, the PE curriculum will provide opportunities to establish links with other curriculum areas.

9.2. English

- Pupils are encouraged to describe what they have done and to discuss how they might improve.

9.3. Mathematics

- Pupils further develop their counting skills by keeping score during team games.
- Pupils are encouraged to measure and record what they do accurately, for instance, how far they can throw a ball.
- Pupils are encouraged to be aware of shapes, space and direction.

9.4. PSHE

- The benefits of exercise and healthy eating are explained to pupils.
- Pupils are encouraged to make informed choices about their lifestyle.
- The opportunity to act as team leader or part of a team is provided.
- Pupils' self-esteem is promoted.

9.5. Spiritual, moral, social and cultural development

- Pupils learn to express their feelings in a healthy way.
- Team and group activities develop pupils' social skills and help them to cooperate with other people outside of their friendship group.
- Pupils are encouraged to respect other pupils' levels of ability.

10. Extra-curricular activities

- 10.1. Overchurch Infant School provides pupils with the opportunity to participate in a range of extra-curricular activities in order to further develop their skills.
- 10.2. Extra-curricular opportunities are provided to pupils with the aim of allowing them to put into practice the skills they have developed in lessons, as well as foster a sense of cooperation among pupils, whilst introducing a competitive element to team games.
- 10.3. There are a variety of PE-related extra-curricular activities for pupils to participate in. See the yearly overview.
- 10.4. External sports coaches will lead activities and clubs, where appropriate and will provide school with copies of their Level 2 qualification in the particular sport.
- 10.5. At the beginning of each half term, parents will be made aware of the extra-curricular activities on offer at the school via the school newsletter tweet on Instagram and Compass.
- 10.6. All teaching staff will actively encourage pupils to be physically active outside of school.

11. Lunchtimes

- 11.1. Year 1 and 2 Playgrounds are sectioned into Zones. Each zone provides a different activity or challenge for children to take part in. These zones are displayed in the playground for children and adults to see.
- 11.2. Active sports club and forest club rotation for all KS1 pupils daily

12. PE kit and Health and Safety

- 12.1. The safety of children in lessons is of paramount importance. Safety is referred to throughout sessions when appropriate to remind children of safety rules and the teachers' expectations of behaviour during P.E. lessons.
- 12.2. Pupils are expected to work at a lower level of noise (noise level 2) and stop on the teacher's signal and are taught how to improve their own abilities to assess risks.
- 12.3. The hall is kept clear of all unnecessary equipment.
- 12.4. Before each session, a safety zone is established with cones.
- 12.5. All (FS2-Ks1) children are expected to come into school on their set PE day wearing black shorts and white T-shirts. Parents are to be contacted if kit is not worn.
- 12.6. Bare feet will be used for gymnastics; suitable footwear must be worn for all other units of work.
- 12.7. In line with guidance Safe Practice: in physical education, school sport and physical education Parents and Carers will sign our school's consent booklet, confirming the removal of earrings

on their child's allocated PE day. All children will take part in PE and it is the parent's responsibility if they are not removed.

- 12.8. If a child has no trainers/pumps for outdoor PE, they use their shoes if the activities are on the playground; however, running is not to take place.
- 12.9. Staff members will lead by example by wearing appropriate clothing when teaching PE, such as trainers and joggers.
- 12.10. Equipment is kept in the PE cupboard located in the school hall. The key for the cupboard can be found in the office Key box. Keys must be returned after sessions and cupboards locked.
- 12.11. The safe use of equipment will be encouraged at all times and children will be trained to lift, carry, place, use and store it in a safe manner.
- 12.12. First aid equipment is available in the hall, and all staff are trained in what action to take, including calling for assistance in the event of an accident – Medical incident form is located in school hall Medical box and should be filled in accordingly.
- 12.13. **Inhalers for pupils suffering from asthma are made readily accessible and will be taken onto the playground/ field during each session.**
- 12.14. Should the fire alarm be activated, the class teacher will lead their class out of the nearest fire exit and assemble children in a safe place.
- 12.15. Regular checks are made on all equipment by staff prior to lessons.
- 12.16. The Wirral contractor completes safety checks on all large apparatus on an annual basis.
- 12.17. Students and Teaching assistants are not to teach PE sessions without a fully qualified teacher supporting.
- 12.18. If a class is working outside on the school field, a "walkie talkie" should be taken to ensure emergency contact with the school office is available (staff to also ensure a member of staff inside the school building is monitoring the walkie talkie system). Staff should ensure that all pupils have had the opportunity for a toilet break prior to engaging with PE on the school field.

13. Behaviour

- 13.1. Pupils will act in accordance with the school's Pupil Code of Conduct.
- 13.2. Pupils will be made aware of the expected behaviour for handling PE equipment and resources inline with the schools new Relationships Policy.
- 13.3. Pupils will be made aware of how misbehaving during PE lessons and using equipment in the incorrect manner can be dangerous.
- 13.4. During PE lessons, pupils are expected to act in the same manner as any other lesson, showing respect to staff members and other pupils.
- 13.5. Any pupils behaving in an inappropriate manner will be subject to the disciplinary measures outlined in the Behaviour and Discipline Policy.

- 13.6. In the event of severe behaviour, such as purposely hurting another pupil, the offending pupil will be sent to the headteacher, and may be subject to the school's Exclusion Policy.
- 13.7. In the event of misbehaviour causing harm or serious disruption, the pupil's parents will be notified of the incident at the end of the school day.

14. Health and safety

- 14.1. Pupils will be taught about physical-activity-related health and safety, as well as sport-specific safety, as part of the PE curriculum.
- 14.2. Pupils are encouraged to consider their own safety, as well as the safety of others, at all times.
- 14.3. First aid boxes will always be accessible during PE lessons.
- 14.4. All staff members involved in the teaching of PE will undergo basic health and safety training as part of their induction.
- 14.5. The Class Teacher is responsible for reporting any concerns to the Headteacher.
- 14.6. In order to minimise risk during PE lessons, teachers will carry out informal visual risk assessments of every lesson planned.
- 14.7. All completed risk assessments will be given to the PE coordinator for authorisation; the headteacher will also be provided with a copy. These are reviewed annually.
- 14.8. Where pupils will be attending an off-site sporting or PE-related event, the PE coordinator is responsible for completing a risk assessment for the event, together with all required documentation.
- 14.9. The PE coordinator will check the conditions and appropriateness of PE resources on a termly basis, restocking equipment as required.
- 14.10. Resources and equipment will be checked by staff members before use, with any faults or concerns reported to the PE coordinator as soon as possible.
- 14.11. Damage to PE equipment will be reported to the PE coordinator as soon as possible and, where the damage could cause injury, the equipment is immediately taken out of use.
- 14.12. Pupils will not have access to PE resources and sporting equipment unless appropriately supervised.
- 14.13. All PE equipment and resources will be safely stored, within a secure storage area, within the school hall.
- 14.14. Pupils will be taught how to handle PE equipment and resources safely.
- 14.15. Pupils will help staff members to move and set up PE equipment.

15. Reporting accidents

- 15.1. Accidents will be reported in accordance with the Accident Reporting Procedure Policy.
- 15.2. All accidents and near-misses will be recorded, in writing, in the Pupil Accident Log.

- 15.3. Staff members are responsible for identifying the cause of the accident and taking any necessary action in order to minimise the risk of an accident reoccurring.
- 15.4. Treatment to injuries will only be administered by staff members who are first aid trained.
- 15.5. Where required, further medical attention will be sought from the local doctors or hospital.
- 15.6. In the event that a pupil has an accident causing minor injury, such as a bruise or scrape, the school will notify the pupil's parents of the incident at the end of the school day.
- 15.7. In the event that a pupil has an accident causing potentially serious or major injury, such as a broken bone or concussion, the school will notify the pupil's parents immediately.

16. Equal opportunities

- 16.1. Teaching staff will work closely with the PE coordinator to ensure that planned activities for lessons are accessible to all pupils, including pupils with special educational needs and disabilities (SEND).
- 16.2. All lessons will meet the specific needs of individuals, as well as of groups of pupils, including those with SEND and those who have English as an additional language.
- 16.3. Teaching staff will liaise with the special educational needs coordinator, where necessary, in order to meet the needs of pupils.
- 16.4. Pupils will not be grouped together based on gender, race or disability.

17. Monitoring and review

- 17.1. This policy will be reviewed every 2 years by the headteacher and PE coordinator, with any changes made to the policy being communicated to all teaching staff and the governing board.
- 17.2. The curriculum plan will be monitored and evaluated by the PE coordinator, including the planning, assessment and reporting arrangements in place.
- 17.3. The spending and impact of the PE and sport premium is monitored by the Headteacher and governing board.