Wootton Bassett Infants' School

PE Policy

Author:	WBIS
Approval Level:	HT
Issue Date/Last Amended	September 2026
Review Date:	January 2027 (in line with changes to the PE funding)
Review Cycle:	Annually

Our work within P.E. is designed to support, contribute to and compliment the aims of the school, by providing equal access for all children to a broad, balanced and relevant curriculum.

Vision and Introduction

The school believes that physical education (P.E.), experienced in a safe and supportive environment, is a unique and vital contributor to the pupil's physical development and well-being. A broad and balanced P.E. curriculum is intended to provide for pupil's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential and take part in lifelong physical activity.

Aims

We aim to provide an enjoyable and satisfying P.E. programme, with opportunities for every child to develop physically, socially and emotionally. Pupils will be involved in the continuous process of planning, performing and evaluating.

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To develop the ability to work independently, and to communicate with and respond positively towards others.
- To improve observation skills and the ability to make judgements on their own and other's work and use it to suggest improvements.
- To promote an understanding of safe practice, and to develop a sense of responsibility towards their own and others safety and well-being.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.

Inclusion

All children are entitled to a progressive and comprehensive P.E. programme, which embraces the Statutory Orders of the National Curriculum and the Foundation Stage which takes into account individual needs and interests. All children should be provided with equal opportunities to participate in a curriculum, where there are no barriers to access based on race, gender, culture or ability. P.E. lessons should aim to provide quality experiences, which challenge all children no matter what their ability. Class teachers will ensure that spare PE kit is available for circumstances where a child does not have their own in school.

Health and Safety

- The Wiltshire Council booklet "Safety in P.E." lays down safety standards to be conformed to during P.E. lessons. A copy of the booklet is kept in the staffroom.
- Gymnastics equipment is regularly inspected and maintained. The children will be taught how to handle the apparatus safely. The children will be made aware of safe practice when undertaking P.E. activity.
- The children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
- First aid equipment is available, and staff are trained in what action to take.
- Inhalers for pupils suffering from asthma are made readily accessible.
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- All staff are responsible for reporting to the subject leader if any items show wear and tear.

Dress

Children must be appropriately dressed for P.E, whether this is indoor or outdoor clothing. It should consist of a t-shirt and shorts, and either plimsolls (daps) or trainers as appropriate. In EYFS the children will change into their PE kits for their lesson taught by the class teacher. All children will wear their PE kits to school on a PE day. In KS1, children will come to school on Tuesdays and one other day wearing their PE kit. Long hair should be tied back and all jewellery including watches must be removed. For indoor lessons children have bare feet as this produces better quality work for gymnastics and dance. Staff, when teaching P.E. lessons, must also wear appropriate footwear.

Areas of Activity

- The areas defined in the National Curriculum are those taught, namely gymnastics, games and dance.
- Each class has the opportunity to receive specialist sports provision, Premier Education, one hour per week where lessons are also taught in blocked units.
- Teachers will then embed this learning from Premier Education for their second lesson.
- As a school we join in with other cluster schools activities such as gymnastics, football and orienteering.
- We also have Sports day where the children take part in sport/ athletics games and activities. This takes place in the Summer term.
- There is an After School Club that is delivered by Premier Education for each year group.

- We also offer opportunities for children to take part in other types of PE, such as dance (including West End in Schools), yoga, outdoor learning and balance ability.

Assessment

Children in the Early Years Foundation Stage (EYFS) will be assessed throughout the year using the EYFS Framework. Physical development within the EYFS framework is one of three prime areas for learning.

The two related early learning goals have been split into two parts:

Fine Motor Skills:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Gross Motor Skills:

- 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.

The end of Key Stage statements are used by staff as a reference point for assessment in P.E. A child's progress and achievement will be included in an annual report to parents.

Assessments will be carried out by the class teacher with some input from the specialist teacher.

This is done mainly through observations and in EYFS through photographs and videos. Physical development levels and progress are recorded by the EYFS teachers for each child.

The role of the co-ordinator

The P.E. co-ordinator will:

- Carry out regular checks of P.E. equipment.
- Be available for advice about the teaching of P.E.
- Liaise with outside agencies to provide more specialised teaching.
- Organise cluster events and attend cluster meetings.

Conclusion

The development of tolerance, a sense of fair play and good sporting behaviour are essential elements of the learning process. Through active participation in a variety of roles, children will be encouraged to appreciate their own and other strengths and weaknesses.

It is our intention that the programme offered, together with an awareness of opportunities within the community, will develop those skills and attitudes conducive to involvement in an active and healthy lifestyle.