PHYSICAL EDUCATION POLICY

September 2025

Imagine, Believe, Achieve

"Let us run the race before us and never give up"
Hebrews 12:1

At Matlock Bath Holy Trinity, we are committed to providing all children with opportunities to engage in Physical Education. This policy reflects our school'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. It has been developed through a process of consultation with school staff and governors.

PE Vision

- At Matlock Bath Holy Trinity, 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 Christian values through sports and positively encourage children to share, respect, support, trust and work together.

Aims

- To develop skillful 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 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.

Organisation

- Each class is timetabled so that they can access the hall regularly.
- The playground areas, field and woodland are used to facilitate activities such as outdoor activities and games and Forest School lessons.
- Teaching staff deliver high quality PE activities/lessons for 1.5-2 hours per week.
- Swimming lessons are provided by qualified teachers from ARC Leisure Centre
- Lunch time activities provide focused activities for KS2/KS1/EYFS children helping to establish healthy life
- Through RDSSP, the children are all given regular opportunities to participate in after school competitive sporting activities.

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 co-ordination 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 confidently hop and skip in time to music.
- 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 access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

Key Stage 1 and 2

- The school follows the PE Schemes of Work as set out by The National Curriculum 2014 – These have been adapted to meet the needs of each individual class and are supplemented with ideas and activities from other sources.
- 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 school subscribes to the RDSSP partnership and is affiliated to this organisation. Dedicated staff deliver weekly PE sessions and detailed planning is provided.
- Currently swimming lessons take place weekly for KS2 children. Transport time to the local pool is included as part of the PE time allocation.
- Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.
- Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

PSHE

PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

Christian Values

- Through sport, children are taught the values of respect, trust, responsibility, friendships and creativity.

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.

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 co-operative work, while gaining a better understanding of themselves.

Inclusion

- Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.
- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- 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.

Assessment & Recording

- Assessment is usually carried out by teachers in the course of the normal class activity.
- This is done mainly through observations and sometimes through discussion with children.
- A photographic/video record is sometimes used to document some of their work
- Physical development levels and progress are recorded by the EYFS teachers for each child.
- Levels of attainment are recorded on skills grids for KS1 and KS2 pupils.
- Physical Education / physical development is included as part of the end of year reports to parents.

Health & 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 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 makes 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. (e.g. 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.
- Teachers ensure that no jewellery is worn in lessons and long hair must be tied back. If earrings cannot be taken out, they are taped over.
- Pupils wear suitable footwear when travelling to and from the hall. If a child has no trainers/pumps for outdoor PE, they use their shoes if the activities are on the playground.
- Swimwear must be safe, comfortable, and appropriate.
- Bikinis, and long baggy shorts are not recommended for school swimming.
- For specific medical, cultural, or religious reasons, pupils are permitted to wear clothing other than usual swimwear, it is recommended that leotard and tights or a full body suit be worn. In addition, pupils should be restricted to shallow water until they have shown that they are able to swim competently and safely.
- Rash vests are permitted if they are close fitting and are made of suitable swimwear material (see safety briefing for permitted and suitable types of swimwear).
- Swim England advises that Goggles are not necessary for school swimming as the emphasis is on pupils becoming confident in water for their safety. Goggles should be made of unbreakable plastic or rubber materials and **must not be** of the **'diving mask'** variety covering the nose. Nose clips are allowed. Pupils must be taught to use them correctly and safely prior to their attendance at the pool, Swimming Instructors will not be expected to adjust them. Pupils who wish to wear goggles must have a permission slip signed by their parent/guardian/carer. Pupils may be asked to remove goggles occasionally to experience swimming submerged in some water safety lessons. If children wear prescription goggles these do not need to be removed.
- Hair must be tied back if long, or of a length which might impair vision.
- Swimming hats are highly recommended for children to wear during school swimming lessons. For facilities that share the pool with members of the public, it is very strongly recommended that children wear swimming hats. This helps to ensure that pupils are easily identified.
- Wearing Earrings for School Swimming - generally, earrings must be removed for swimming. However, we do not wish to exclude pupils from swimming where there is a genuine reason that earrings cannot be removed. These situations should be treated as exceptional situations and will generally relate to specific medical issues only. In these circumstances schools may wish to allow pupils to go swimming if the earrings (small studs only) have safety backs and the ears are completely covered by close fitting swimming caps or closely fitted neoprene swim headbands.