PE Policy

Written	September 2026
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Ratified by Governing body	
Date of Review	September 2028
Signed – Headteacher/ Chair of Governors	

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 teachers, parents and children should be aware of its importance.

At Beacon Academy our aim is that each class will receive a minimum of 2 hours physical activity per week.

Aims

1. Ensure PE is inclusive to every pupil and that all children are engaged in physical activity.

2. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside the academy 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.
   - Supporting children's mental health.

3. To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.

4. To contribute to the intellectual development of each child:
   - Aesthetic appreciation and understanding of Dance and Gymnastics.
   - Knowledge of a wide range of sports.
   - Learn sport related language.

5. To help establish the individual child's self-esteem and confidence. To develop social skills (co-operating in groups, playing fairly to rules, mixing with children from other academies).

6. To ensure that every child is included in at least one Level 1 competition (competition within the academy)

Guidelines

Beacon Academy will:

- Follow a broad and balanced PE curriculum fulfilling the demands of the 2014 National Curriculum.
- Aim to ensure every child moving onto secondary school/academy can swim 25m and has basic water skills.
- Ensure every child has to opportunity to represent Beacon Academy in a competitive sporting calendar as well as taster sessions within the academy or at one of the Lighthouse Multi Academy Trust events.
- 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 area (e.g. active maths and active literacy)
- Develop programmes that meet the needs of all the children, providing equal opportunities – inclusion of SEN and physical disabilities.
- Ensure children wear the Beacon Academy expected P.E. kit for all lessons.
- Adapt lessons for children with disabilities and medical conditions, taking into account children with special needs, through modified and mini versions of games and practices. While still keeping the children involved.
- Provide enjoyable experiences, where positive attitudes of sensitivity, co-operation, competition and tolerance may develop
- Ensure a wide range of afterschool clubs are made available
- Create links with local clubs in the community

The P.E. Curriculum

Curriculum Framework

Our PE teachers and sport coaches use the Beacon Academy framework as a starting point when planning their work in Physical Education. The framework has been devised to ensure adequate coverage of the National Curriculum six activity areas specified by the National Curriculum and a progression of skills.
Across the academic year the children will be taught a range of skills and sports which is outlined in our overview and subject MTP's.
(see Appendix 1 for overview)

Topics

Basic Lesson Plan

- **Games: Cricket, Hockey, Crown Green Bowling, Archery, Tag Rugby, Football, Rounders and Tri-Golf**

All sessions are designed and planned using four stages:-

1. The warm-up – All our warm ups are based on working the childs fundamentals, skills such as basic movements, co-ordination, space awareness, agility, speed, body control, reactions and decision making. The activity, length and tempo of the warm up is dependent on the session that will be taking place.
2. Try it – the children get the chance to play the game and try to learn from their own mistakes
3. Coach it – once the children have tried the game, then step in to coach it and demonstrate the techniques needed before they play it again.
4. Progress it – session is either progressed to individuals or as a whole to the entire group.

KS1 will focus on learning key skills of specific sports and basic laws of the sport.
KS2 will put key skills into sport specific competitive situations.

PE

Dance – During Autumn term, all children take part in Dance through PE.

Dance is an integral part of the PE curriculum, with each year group focusing on a different style of dance to provide pupils with a broad and varied experience. Learning is progressive, with the complexity of movements, sequences and choreography increasing as pupils move through the school. Pupils develop a range of dance techniques, including balance, coordination, rhythm, control, expression, spatial awareness and movement composition. They are encouraged to explore, create, perform and evaluate their own work and that of others, developing confidence, creativity and the ability to work both independently and collaboratively.

EYFS - Ballet
Year 1 – Tap
Year 2 – Country
Year 3 – Lyrical/ contemporary
Year 4 – Jazz
Year 5 – Latin
Year 6 – Street/ hip hop

Gymnastics – During Spring term, all children take part in gymnastics through PE. Key elements taught during this time are body control and presentation. KS1 work towards a routine they can perform while KS2 learn a different range of skills before placing what they have learnt in their own performance.

Athletics – During Summer term, all children take part in athletics. KS1 take part in different skill based running games. KS2 have the chance to try out all aspects of athletics including both track and field.

EYFS

The Early Years teachers use the September 2021 revised Development matters/ Birth to 5 document to plan adult led lessons and independent activities for the children to access through continuous provision. The different aspects of PE are encompassed within Physical Development in the Foundation Stage Curriculum, however elements can also be found in Literacy and Expressive Art and Design.

Although elements of physical development (gross motor and fine motor) are planned throughout the day. The children also receive weekly PE lessons which are taught by the PE coaches.

The PE leader/ PE coaches plan EYFS lessons following the revised September 2021 curriculum. EYFS lessons will run similar timetables as the rest of the academy. Fundamental skills will be taught all year. Dance will also be taught in term 1, Gymnastics in term 2 and running races in term 3.

Key EYFS targets to consider will be;-

- Revise and refine the fundamental movement skills.
- Go up and down steps/stairs, or climb up apparatus.
- Start taking part in group activities and teams. Become increasingly able to use and remember sequences and patterns.
- Match their developing physical skills to tasks and activities in the setting.
- Be increasingly independent as they get dressed and undressed.
- Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics and sport related skills.

- **Cross Curricular Links**

  As well as making its own distinctive contribution to the academy curriculum, PE contributes to the wider aims of primary education in other subjects, including: English, Mathematics, Geography, ICT, PSHE and Citizenship. References to these subjects are made on planning.

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

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

- **ICT**
- Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

PSHE

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

Healthy Eating

The academy recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat health risks. These messages are shared at group discussions at dinner time and lessons.

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.

Further Points to Consider

- Insist on correct and safe PE kit - see section in Health and Safety.
- Use both teachers, coaches and pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.
- Generally, sit the class down when showing demonstrations. Make sure they are watching and listening.
- Teach boys and girls together - in general insist on mixed groups and sometimes mixed pairs.
- Select a mixture of competitive and non-competitive (skill) activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games 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. This will also enable the more able children to develop leadership and communication skills.
- 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 children - 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 children, where possible, to help.
- Encourage active participation in clubs outside of the academy.
- Identify children who need extra support.
- Identify 'More Able, Gifted & Talented' pupils and explore ways to continue their development.
- Question children 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 children have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.

Health and Safety

PE KIT

Early Years and KS1

Preschool children wear their own clothes to the academy so wear these for PE lessons but take their shoes and socks off, and jumpers if they are wearing one.

Nursery children are encouraged to bring in pumps and are provided with a Beacon t-shirt. These are washed regularly by the class teacher.

Reception, Year 1 and 2 are encouraged to bring pumps, shorts and our Beacon Academy PE house coloured T-shirt for indoor lessons and additional black joggers/ leggings and a black jumper/ hoody for outdoor lessons. No footwear is needed for Gymnastics or dance

KS2

In the interests of safety and hygiene coaches 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 Beacon T-shirt (this should match their house colour) for indoors lessons in the halls with trainers or pumps.
- **Dance and Gymnastics:** As for Games but bare feet.
- **Swimming:** Swimming costume and swimming hat
- **Outdoor Activities:** Generally as Games, but otherwise clothing appropriate to the activity. Black track-suit bottoms and sweatshirts should only be necessary in the playground on a cold day.

General Points

- Sport coaches should also wear appropriate clothing.
- Jewellery (except stud earrings) must be removed (loose religious items must be taped down/ covered with a sweatband). 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).
- Children not going swimming through illness or injury should go to their other year group class.
- In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work.

Children without Kit

At the beginning of each term parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with a member of the Senior Leadership team (SLT) or Headteacher. A child who has forgotten their kit should first be reminded by the class teacher. If it is an ongoing problem an informal conversation with the parents will be held in the academy. A follow up letter is sent if the child still does not have a PE kit in the academy.

Safeguarding and Child Protection

Changing Provision

Dignity, decency and privacy, where needed, will be maintained. The following will be taken into consideration when deciding the necessity of constant direct, intermittent direct or distant supervision:

- Age of the children
- Joint gender
- Behavioural issues
- Potential bullying
- Location of staff
- Safety aspects of the changing space

Changing for PE can cause anxiety for some children, could influence their perception of the subject and determine whether it is an enjoyable and positive experience. The concern caused by changing can influence a child's participation and lead to a variety of avoidance strategies.

Children in UPKS2 (Year 5 and 6) get changed in separate classrooms based on gender, but are supervised by a member of staff. Children will always show respect for one another when changing. The children will change quickly and quietly.

Adequate and sensitive arrangements for changing take into account the needs of children from different religious and cultural backgrounds. If individual children (for personal, religious or cultural reasons) wish too they can go to the toilets to get changed in an individual cubicle in privacy.

Children in Reception and Key Stage 1 are expected to change together in the same classroom unless their awareness of their bodies results in the children feeling uncomfortable with this. Teachers will make the decision if they remain changing in one space, or whether to have single sex changing areas.

Parents and carers will be made aware of these arrangements and any issues that arise from changing for PE or sports will be discussed with a parent/carer on an individual basis, by the child's class teacher in the first instance. If children continue to have problems with changing then this must be brought to the attention of the Headteacher so that further support can be brought in if this is appropriate.

Intimate Care

Staff are aware of children who may need extra support to get changed. Parents and Carers have given written consent in line with the Lighthouse Multi Academy Trust Intimate Care Policy.

Accidents

For minor injuries (bruises and bumps) children are encouraged to continue with PE where possible but may sit and watch if necessary. For small cuts or grazes the injured child will be sent with a friend to the year groups Teaching Assistant (who is First Aid trained) for first aid and a plaster if necessary.

For serious accidents (head injuries, serious cuts or suspected fractures) the PE teacher/ PE coach will stay with the child and send for a teacher, TA or responsible child to inform the academy office.

After the incident the teacher must complete an accident report form which is available in the office.

Medical Conditions

It is the responsibility of the PE teacher/ PE coach to take note of any medical conditions of individual children in each 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.

Swimming

By the end of KS2 (Year 6) pupils should be able to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively – for example, front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations.

At Beacon Academy children in Year 6 swim in the summer term at Willenhall E-Act.

Our swimming sessions are planned, taught and assessed by an ASA trained teacher employed by the Council by arrangement with the pool that is hired. Lifeguards are always on duty during our lessons: they are provided by the pool. Academy staff supervising the children should make themselves aware of the Fire Procedures and ensure the children are also aware.

'The teacher responsible for the teaching of swimming should hold at least a pool rescue certificate. At the pool, children should be counted in and out. They must be made aware of safety procedures. Goggles should not be worn unless medical advice states to the contrary. Goggles should never be worn for diving. Earrings must be removed for swimming. Taping over is not safe as the tape may become dislodged and cause further hazard.'

Equipment and Resources

Locating Equipment

Gymnastics equipment for all classes is kept in the Hall.

Core Games equipment is kept in the PE cupboard or in the outside store cupboard on KS2 playground.

New Equipment

Any new equipment required can be ordered through the PE coordinator and an audit will take place annually.

Safety

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE co-ordinator and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught the established Beacon's method of carrying Gymnastics apparatus (to ensure consistency throughout the academy).

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 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 children are fully involved.
- 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 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.

(*see our SEN Policy and Equality objectives and Policy for more information*).

Equality

Teachers will ensure that all children have fair access to the PE curriculum, regardless of gender, race, or ability, in accordance with the academy's Equality objectives and Policy.

(*see our Equality statement and objectives Policy and Anti Bullying Policy for more information*).

Recording and Assessment

Our PE teacher and coaches compile a range of evidence to assess, monitor and develop PE across the children's time at Beacon Academy. Photographic and video evidence are taken from lessons and then assessed across our PE expectations. Children are assessed at the end of each sporting unit using a key of: cause for concern, below expected standard, at expected standard and more able. Children who are awarded cause for concern are then given short interventions to try and close the gap.

Other aspects that need to be considered are;

- The overall physical skill and ability of the child.
- 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. Does he/she: co-operate, dominate, and become withdrawn?
- Is the child motivated and enthusiastic?
- Does the child have any particular interests or talents?
- What work has the class covered in the year?
- Has the child any specific problems which need to be addressed?

PE and School Sports Premium Funding

Academies/ schools receive PE and sport premium funding based on the number of children in years 1 to 6. This funding must be used to make additional and sustainable improvements to the quality of PE and sport we offer.

We use the premium to:

- Develop or add to the PE and sport activities that we already offer;
- Build capacity and capability within the academy to ensure that improvements made now will benefit children joining the academy in future years.

There are 5 key indicators that we should expect to see improvement across:

- the engagement of all children in regular physical activity - the Chief Medical Officers' physical activity guidelines, which recommends that children should take part in moderate to vigorous physical activity for an average of 60 minutes a day.
- The profile of PE and sport is raised across the academy as a tool for whole-school improvement;
- Increased confidence, knowledge and skills of all staff in teaching PE and sport;
- Broader experience of a range of sports and activities offered to all children;
- Increased participation in competitive sport.

As part of the funding criteria we are required to publish details (on our website) of how we plan to spend the monies and a review of the impact on pupil outcomes. This is reviewed annually.

Extra-Curricular Sport

Beacon Academy is fully committed to providing extra-curricular sporting opportunities. These will include:

- After school clubs are available to all age groups and in a range of activities. (see Appendix 2)
- Competition against other primary schools/academies in a wide range of sports through games programme and our inter-federation competitions.
- Host tournaments/festivals with other schools/groups in order to give all children the opportunity to compete and represent the school.
- Exhibiting work. For example a dance performance in assembly or attendance at a gymnastics festival.

Links with other Agencies

These include:

- Participation in local sports leagues with other primary schools/academies
- Visits, and liaison with, outdoor education centres and agencies
- Links with Walsall Football Club Community Programme
- Links with Wolverhampton Gymnastics Club
- Links with Bloxwich Rangers Football Club
- Links with a local MMA sporting arena
- Links with Sporting Khalsa FC

Staff Training

- Staff are encouraged to attend courses and review resources.
- Our lead PE teacher works closely with our apprentices in order to help with their development
- Links between the Lighthouse MAT will be made to enhance the PE provision through collaboration and termly subject meetings.

Links to other policies

This policy links to the following policies:

- Academy Accessibility policy and plan
- Academy Anti-Bullying Policy
- Academy Equality objectives and Policy
- Academy First Aid Policy
- Academy Health and safety Policy
- Trust Intimate Care Policy
- Academy Safeguarding and Child Protection Policy
- Academy Special educational needs Policy

The Role of the PE Co-ordinator

- Developing a PE Policy.
- Purchasing and maintaining resources to support the scheme of work.
- Supporting colleagues to ensure the inclusion of all children in high quality PE and academy sport.
- Organising staff training opportunities, to meet identified development needs.
- Monitoring and evaluating the quality of PE and academy sport.
- Enabling adults other than teachers to improve the quality of playground and lunchtime provision.
- Organising and supporting After school clubs and out of academy hours learning opportunities.
- Setting up and maintaining links with sports clubs and other community sports provision.
- Providing the staff with a timetable for hall use.
- Providing the staff with an annual list of academy and Lighthouse Multi Academy competitions.
- Organising intra-games within the academy.

Subject Monitoring

PE is monitored weekly. The Subject coordinator looks at planning and observes lessons. When appropriate it is also possible that the P.E. Subject coordinator will seek the support of a specialist to evaluate particular areas of the curriculum such as dance and gymnastics. The Lighthouse MAT also works collaboratively with Beacon Academy to ensure that regular support is available and staff are utilised effectively across the different areas of the curriculum.

Policy Review

All staff and the academy governing body will receive a copy of this policy. A copy will be available on the academy website. The policy and schemes of work will be available on request to the Lighthouse Multi Academy Trust, parents/ carers, Walsall LEA, OFSTED and others working for the academy through the Headteacher.
This policy will be reviewed annually by the governing body.

Appendix 1- PE Curriculum Overview

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
EYFS	Dance	Dance	Gymnastics/ Yoga	Gymnastics/ Yoga	Athletics (including Sports Day preparation)	Athletics (including Sports Day preparation)
Lesson 1 KS1 & KS2	Dance	Dance	Gymnastics/ Yoga	Gymnastics/ Yoga	Athletics (including Sports Day preparation)	Athletics (including Sports Day preparation)
Lesson 2 KS2	Cricket Netball	Archery Hockey	Tag Rugby Fitness	Football	Rounders	Bowls
Lesson 2 KS1	Ball skills (throwing, rolling, bouncing, catching)	Archery Hockey	Team games Fitness	Football	Tri-Golf	Bowls

Appendix 2- After school clubs

	Autumn term	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Mon	Darts (KS2) Cross Country (KS1 & KS2)	Dodgeball (KS2)		Rounders (KS2) Crown Green Bowling (KS1 & KS2)	
Tue	Dance (KS2) Boccia (KS1 & KS2)	Dance (KS2) Archery (KS1 & KS2)		Dance (KS2) Archery (KS1 & KS2)	
Wed	Cheerleading (KS1 & KS2) Football (KS2)	Cheerleading (KS1 & KS2) Football (KS2)		Cheerleading (KS1 & KS2) Football (KS2)	
Thurs	Dance (KS1) *Lighthouse Multi Academy Trust competitions	Dance (KS1) *Lighthouse Multi Academy Trust competitions		Dance (KS1) *Lighthouse Multi Academy Trust competitions	
Fri	No Sport Club *BASH only	No Sport Club *BASH only		No Sport Club *BASH only	