

Physical Education Policy

Status	Non-Statutory
Reviewed by	Local governing body/Principal
Frequency of Review	Annually
Date of Approval	September 2026
Date of review	September 2027
Author	Head of PE

Statement of intent

Etonbury Academy believes that physical education and school sport contributes to the totality of the educational experience of pupils. Physical, personal, social, moral, spiritually, culturally and emotional development are enhanced by the movement experiences that make up our broad and balanced physical education curriculum. In addition, expression, communication, appreciation and understanding are developed. Physical education provides a range of experiences that form the basis for lifelong sporting and recreational activity which inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident and develop reliance in a way which supports their health, fitness, mental health and well-being. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Structured work in physical education and games should develop from the way in which many pupils enjoy exploring their own environment and their own physical abilities through practical work. Later, the exploratory and gross motor skills they have learned become differentiated into activities which are more recognisable as elements in the programmes of study within the revised curriculum. These are found in great detail in this review.

To contact the PE Department please email eta-pe@bestacademies.org.uk

To ensure the most efficient and timely communication, we kindly ask that you direct any emails regarding PE-related matters (e.g. injuries, uniform, attendance, or general enquiries) directly to the PE team rather than through the reception office. This will allow us to address your questions or concerns promptly and accurately.

We kindly ask for all parents/carers to email the team email address for 'all things PE!'. You can reach the whole PE team at eta-pe@bestacademies.org.uk, emailing this address informs the team as a whole of any injuries/illnesses/general enquires. This way, if we have any PE staff absences any queries regarding clubs, fixtures, injuries etc will be picked up.

1. Aims

1.1. PE is not just about the ability to play sport. PE covers a wide variety of areas including:

- Health and fitness.
- Interpersonal relationships.
- Team working.

- Problem solving.
- Safety in sport and physical activity.
- Equality in sport.

1.2. At Etonbury Academy, we aim to stimulate and maintain enjoyment in sport from primary school, and to encourage and nurture a desire to engage in physical activity and sport at all ability levels.

1.3. We aim to provide sporting activities that appeal to the widest range of pupils from the most to the least able. Activities include but are not limited to:

- Athletics (in summer).
- Badminton.
- Basketball.
- Cricket.
- Football.
- Hockey.
- Netball.
- Rounders.
- Rugby.
- Tennis.
- Trampolining.
- Dance.
- Handball
- Table Tennis
- OAA
- Health related fitness
- Fitness and training

2. Health and safety

2.1. General risk assessments will be conducted for all sports.

2.2. Specific risk assessments will be conducted for pupils with mobility difficulties and/or disabilities.

2.3. Pupils will follow instructions. Where pupils fail to follow instructions, disciplinary action will be taken as outlined in our Behaviour Policy.

2.4. An appropriate PE kit must be worn. Limited spare kit will be available for pupils who forget or lose their PE kit. Detentions will be set and parents/carers made aware if any student persistently forgets to bring their kit. pupils get x3 strikes for missed or incorrect kit. After 3 strikes contact home is made and a detention given.



2.5. More detailed information about safety procedures can be found in our dedicated Health and Safety Policy including:

- Accident reporting procedure.
- Location of first aid kits.
- Named first aiders outside of the department.
- Evacuation procedures.
- Off-site activities.
- Swimming.

2.6. A “high risk” does not preclude an activity being carried out in PE class, however, enhanced safety measures will be introduced where appropriate.

2.7. PE equipment will be checked annually by a professional.

2.8. PE equipment will be checked before every use by the staff member in charge of the session.

2.9. Damaged equipment will be temporarily decommissioned and stored for safety.

2.10. Before repaired equipment is put back into use it will be inspected.

2.11. All PE teachers will be trained in first aid and manual handling.

2.12 All jewellery must be removed at all times for PE, this is the pupils responsibility. Jewellery must be left in the PE changing rooms and is never the responsibility of the PE Department. Earring tape can only be worn when a piercing is 6 weeks or less, a note must be provided for this. If not, pupils will be expected to remove it. All tape must be provided by parents/carers.

3. Risk assessment process

3.1. Our risk assessment process is designed to manage real risks when planning trips while ensuring that learning opportunities are experienced to the full.

3.2. Pre trip visits will take place if the place of trip is unknown to the department. Other school PE departments will also be asked for feedback on the destination.

4. Inclusion

4.1. ETA does not discriminate.

4.2. The PE department reflects this commitment and will work hard to include all pupils

regardless of gender, race, religion, ability or disability under the Equality Act 2010 in accordance with the school's Equality Policy.

4.3. In order to ensure PE is as inclusive as possible, we will implement:

- Standard planned activities, differentiated for pupils with various needs.
- Adapted activities in line with pupils' Individual Health and Care Plan (IHCP).
- Alternative physical activities for pupils who are injured or otherwise unable to take part in standard activities.
- Non-physical alternatives where required.

5. Extra-curricular activities

5.1. The following sporting clubs are available outside of the curriculum:

- Football.
- Netball.
- Rugby (including touch)
- Swimming.
- Athletics.
- Table Tennis.
- Badminton.
- Rounders.
- Basketball.

5.2. No extra-curricular activity is mandatory, but pupils will be encouraged and supported to join in.

5.3. Removal of sporting activities will never be used as disciplinary action.

6. Cross-curricular links

6.1. Cross-curricular links to PE and sport can be found in many subjects, for example:

- The study of health, fitness and drugs in science.
- Data recording and measuring in maths.
- Map reading in geography.
- Interpretation of data using programming in computing.

7. Assessment

7.1. Detailed information about assessment of PE can be found in our Assessment Policy.

7.2. Formative assessment takes place via observation, video recording and oral questioning on a lesson-by-lesson basis.

7.3. Summative assessment will include a self-assessment and written and physical examinations.

7.4. For BTEC assessment, assessment will contribute a total of 3 components. Component 1, 2 and 3.

8. PE kit

8.1. Pupils are expected to bring PE kit to every lesson even where they have a note which states that they are physically injured and must be excused. All pupils get changed at all times. If an email is sent in excusing your child from PE, they must still get changed. Our pupils not involved due to injury/illness are still involved in our lesson in a non-physical capacity e.g. scorekeeper, coach, referee and therefore must be in their PE Kit. This also prevents their uniform from getting rained on/muddy.

8.2. A note from parents/carers will allow pupils to participate in non-physical roles due to injury such as coach or scorer, or in an alternative activity, such as swimming.

8.3. Autumn and spring term:

- Rugby (gum shield, football boots) - official, talent identification scout, cameraman, motivator.
- Handball - official, talent identification scout, cameraman, motivator.
- Basketball - official, talent identification scout, cameraman, motivator.
- Football - (shin pads, football boots) - official, talent identification scout, cameraman, motivator.
- Hockey- (gum shield, shinpads) - official, talent identification scout, cameraman, motivator.
- Netball - official, talent identification scout, cameraman, motivator.
- Badminton - official, talent identification scout, cameraman, motivator.

8.4. Summer term:

- Rounders - official, talent identification scout, cameraman, motivator.
- Athletics - timekeeper, official, talent identification scout, cameraman, motivator.
- Cricket - official, talent identification scout, cameraman, motivator.
- Tennis - official, talent identification scout, cameraman, motivator.

8.5. PE kit does include Etonbury shorts/skort, Etonbury leggings, Etonbury sports fleece, shinpads, football boots and a gum shield.

PE kit does not include non-branded leggings, branded shorts, sweatshirts, no tights, no grey items, no school uniform e.g. school jumper worn in PE.

9. The key stage 2 curriculum

9.1 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

10. The key stage 3 curriculum

10.1. Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

10.2. Pupils will be taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
- Develop their technique and improve their performance in other competitive sports.
- Perform dances using advanced dance techniques within a range of dance styles and forms.

- Take part in outdoor and adventurous activities which present intellectual and physical challenges, and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
- Take part in competitive sports and activities outside school through community links or sports clubs.
- Improve literacy skills by defining and applying a keyword to every lesson (keyword changes weekly).

11.The key stage 4 curriculum

11.1. Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle. Pupils will be taught to:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games.
- Develop their technique and improve their performance in other competitive sports or other physical activities.
- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges, and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.
- Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.
- Improve literacy skills by defining and applying a keyword to every lesson (keyword changes weekly)

12.11 BTEC tech award

What can you do with BTEC Sport: Level 2 Tech Award in Sport, Activity and Fitness in the future?

Learners who generally achieve at Level 2 across their key stage 4 learning might consider progression to:

A Levels as preparation for entry to higher education in a range of subjects

Study of a vocational qualification at level 3, such as a BTEC National in Sport, which

prepares learners to enter employment or an Apprenticeship, or to move to higher education by studying a degree in the sport or sport and exercise areas.

What do you need to do to prepare for the course?

To prepare for the course, you would significantly benefit from thinking about elements of sport, other than participation in sport. pupils should look to use the specification (listed below) to help research the key elements of the course, and think about how to compare, contrast and analyse the reasons for participation and performance in sport.

Component 1: Preparing Participants to Take Part in Sport and Physical Activity

Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Component 2: Taking Part and Improving Other Participants Sporting Performance

Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

Component 3: Developing Fitness to Improve Other Participants' Performance

Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

12.12 LEVEL 3 BTEC- SIXTH FORM SPORT CURRICULUM

Who is this programme for?

The Pearson BTEC Level 3 National Extended Diploma in Sport is intended to be an Applied General qualification for post-16 learners wanting to continue their education through applied learning, and who aim to progress to higher education and ultimately to employment, possibly in the sports sector. The qualification is equivalent in size to three A Levels and has been designed as a full two-year programme.

This course is perfect for school leavers who are looking to progress into a career in Sport Coaching or Participation and enjoy a blend of both theoretical and practical input. The course will also provide a detailed overview of the current context of the sport industry specifically preparing learners for progress into higher education or employment.



What modules are covered?

- Functional Anatomy (External Assessment)
- Applied Sport and Exercise Psychology (External Assessment)
- Applied Research Methods in Sport
- Coaching for Performance
- Specialised Fitness Training
- Physical Activity for Individual and Group Based Exercise
- Sport and Exercise Physiology
- Sports Massage
- Nutrition for Sport
- Sport Injury and Assessment