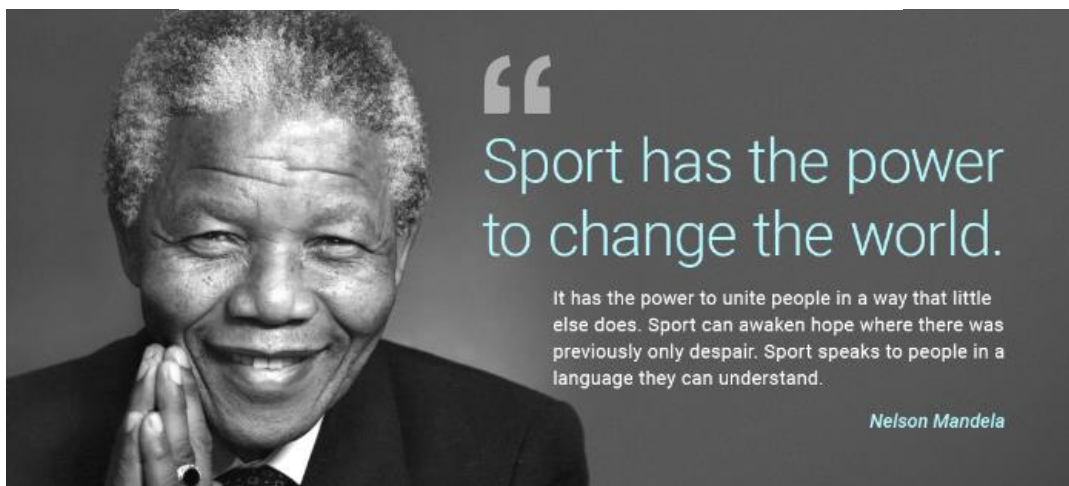
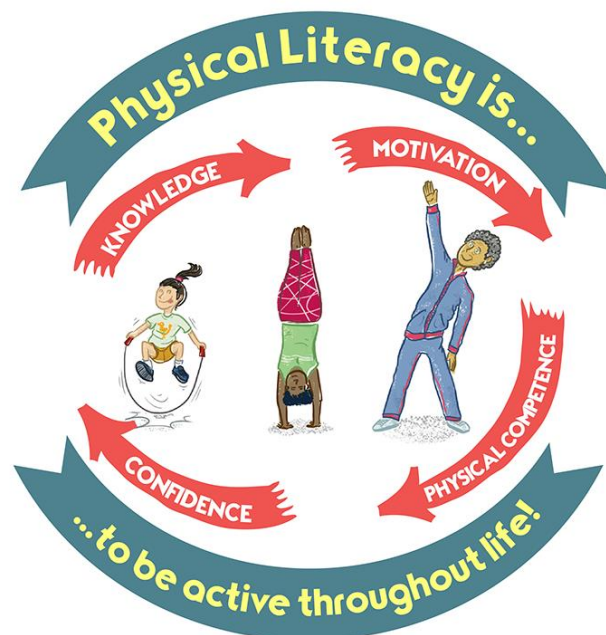


Ballifield Primary's PE Curriculum



Context

- The context of PE at Ballifield Primary School is that of large urban primary school, serving children in the age range 3-11 years.
- Within the local area, football is by far the most popular sport with a number of children accessing football outside of school by representing local clubs including Handsworth Juniors and Middlewood Rovers. The nearest swimming pools are a car journey away in Aston or at Springs. Some of the children in our school access a wide range of opportunities in the local area including dance, martial arts, basketball and cricket. However, some children do no physical activity away from school therefore it is our responsibility to provide as many enriching and positive experiences through PE and school sport as possible.
- The proportion of our Year 6 children who were overweight or living with obesity stands at 24.5%. This is statistically slightly above other schools across England (21%) *.
(*data accurate as of 2024-2025).
- In PE at Ballifield, we prioritise **enjoyment, fitness, participation** and **teamwork**. We also give great importance to sporting **competitions** and events. This prioritising is essential because early positive experiences of physical activity helps to create a lifelong commitment to physical and mental health. Physical Education, school sport and physical activity throughout the school day is at the **heart** of our school.
- Fundamental movement skills have been highlighted as a baseline for FS2, Y1, Y2, Y3 and Y5. With each year group building on the next but having the flexibility to revisit the key fundamental skills and ABCs of PE (**Agility, Balance, Coordination**). Teamwork and team building skills have been put in the autumn term for Y1 and Y2 to link with their PSHE learning. Yoga has been taught in Y6 around SATs to support with mindfulness, relaxation and focus.
- We are mindful of the seasons and weather when devising the order of the curriculum e.g. Athletics in the summer and cross curricular themed lessons for Olympics / Winter Olympics.
- A range of sporting opportunities have been carefully constructed to give the Ballifield children a breadth of experiences across the school. These include less-common sports such as American football, dodgeball, handball and yoga. These were decided on after pupil voice questionnaires to appeal to a wide range of activities (not just football).
- The calendar for extra-curricular PE and school sport is also arranged this way with children having the chance to represent Ballifield at handball, cross country, athletics, golf, cycling, climbing and many more.
- At Ballifield, we are mindful that PE, school sport and physical activity can be a lifeline to some children at our school especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. If PE and physical activity is prioritised then this can open up a child, forge deeper relationships with their teachers and this can then be used across the curriculum.

PE, school sport and physical activity also has the ability to engage some harder to reach families. Parents who may be intimidated by homework or by academic conversations can be hooked through PE.

- Key groups such as vulnerable pupils such as SEND and Pupil Premium, inactive girls and the least active outside of school are targeted for extra-curricular clubs, dinnertime PE interventions, sporting trips and visits. Children who struggle emotionally, socially or those with behavioural needs are also targeted with opportunities to take part in extracurricular physical activity and school sport.

OUR INTENT FOR THE TEACHING OF PE AT BALLIFIELD PRIMARY SCHOOL

Purpose

At Ballifield, we recognise the overall contribution of PE to the health and well-being of our children and the important part it plays in their social, emotional and physical development. The intent of our PE curriculum is to deliver a curriculum which is accessible to all children especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being and that will maximise the development of every child's ability, achievement and enjoyment in PE, physical activity and keeping healthy. We intend for our children to learn about and understand how to use and apply this knowledge to impact upon their own physical activity, participation and healthy lifestyle throughout their time at Ballifield and beyond.

- The following purpose statements underpin the syllabus followed by Ballifield Primary School:
 - At Ballifield, we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being.
 - A broad and balanced physical education is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a diversity of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and challenging learning experiences for every pupil. Through the selection of suitably differentiated and logically developed tasks, it is intended that all pupils, irrespective of their innate ability, will enjoy success and be motivated to develop their individual potential.
 - A balance of individual, paired and group activities, cooperative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of all pupils. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirous of developing a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their gender, age or cultural background.
 - The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to

appreciate the importance of a healthy and fit body, and to begin to understand those factors that affect health and fitness. This work is closely aligned with the school's policy on Health Education, the PSHE curriculum and Ballifield Core Values.

- Whilst retaining its unique contribution to a pupil's movement education, PE at Ballifield also has considerable potential to contribute to much wider areas of learning. It is important that physical education and physical activity is integrated into the whole school's planning for the development of pupils' communication and numeracy skills, and their understanding of safe practice.

Principle Aim

Purpose of study

A high-quality physical education curriculum 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 in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
 - are physically active for sustained periods of time
 - engage in competitive sports and activities
 - lead healthy, active lives.

Aims of PE

The curriculum aims of Ballifield are:

- To develop movement-related knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control, coordination and fluency [acquiring and developing].
- To develop the ability to select, link and apply skills, tactics and compositional ideas [selecting and applying].
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and use this knowledge and understanding to improve their own performance and that of others [improving and evaluating].
- To develop an understanding of the effects of exercise on the body, and an appreciation of safe exercising [fitness and health].
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety and well-being of themselves and others.
- To develop the ability to work independently and communicate with and respond positively towards others.

OUR IMPLEMENTATION OF THE TEACHING OF PE AT BALLIFIELD PRIMARY SCHOOL

Legal Requirements (according to legislation in England):

PE is a compulsory subject under the National Curriculum at all key stages; National Curriculum programmes of study outline what should be taught at each key stage. As a Local authority-maintained school, we are required to follow the National Curriculum.

PE is for ALL pupils:

- Every pupil at Ballifield has an entitlement to PE.
- PE is a necessary part of a 'broad and balanced curriculum'.
- This requirement does not apply for children below compulsory school age (this includes our Nursery children; however, we ensure that the 3 - 4-year olds in our Nursery get the opportunity to access physical activity through "Knowledge and understanding of the world"). In the Early Years Foundation Stage, the aim of PE is to develop strong foundations in children's coordination, control, manipulation and movement, much of it taking place through free or lightly structured activity.

Right of withdrawal:

Parents cannot withdraw their children from PE. This includes swimming in Year 4 (part of the National Curriculum). Verbal or written permission from a parent can allow missing a PE lesson due to illness or injury. However, if a child needs to withdraw from a number of lessons based on medical terms e.g. a full half term or term, a letter from the GP stating that the child has been advised not to take part will be required along with a letter from the parent or guardian notifying the school of the specific circumstances.

Time allocation for PE

At Ballifield, we follow the Association of Physical Education's (AfPE) recommendation of **two hours PE per week**. Children come ready in PE kit to reduce time spent getting changed. This is explained to parents of new starters at Ballifield so they know that the emphasis on the life-skill of getting changed and unchanged sits with home.

Age range	Time allocated to PE teaching
EYFS	Two one-hour lessons per week
KS1	Two one-hour lessons per week
KS2	Two one-hour lessons per week

What will be taught?

EYFS will be learning to:	Children in Reception will be learning to:
• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues.	• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping

• Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	- skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
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Children in KS1 will be learning to:

Pupils at Ballifield will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils will be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Children in KS2 will be learning to:

In KS2, pupils at Ballifield will 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 will 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.

Swimming and water safety*

In particular, pupils should be taught 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 Ballifield, swimming and water safety is covered in **Year 4 with additional "dry" water safety lessons across KS2.*

Teaching and Learning

- PE is taught as a discrete subject thus allowing specific PE knowledge, skills and understanding to be developed.
- PE is delivered by the class teacher, the school's PE coach, Mr Gregory or by specialist visitors e.g. Sheffield United Community Foundation / Sheffield Sharks Basketball coaches.
- Staff ensure that they are confident in the content that they are teaching in advance of lessons. They seek guidance from the Subject Leader or Sports Coach, GetSet4PE or Forge School Sports Partnership. Some staff members have particular knowledge around certain sports, so staff can also turn to colleagues for advice and support.
- A range of teaching strategies in PE are encouraged to deliver the PE curriculum.
- To further develop children's understanding and appreciation of PE, physical activity and school sport, whole school acknowledgement is recognised in special assemblies and theme days e.g. Sports Relief, Olympics, World Cups.
- Teachers model good practice and raise the profile of the subject by wearing PE kit for PE lessons and promoting being active.
- We focus on development of fundamental movement skills.
- We follow the long-term planning document to ensure breadth of coverage.
- We challenge more able / gift and talented children as well as providing support for those with additional SEND needs.
- We differentiate PE using S.T.E.P (Space, Task, Equipment, People)
- PE skills ladders, knowledge organisers, progression documents and PE specific vocabulary are used across school.

Planning

- National Curriculum subject aims highlighted to show coverage across school.
- Relevant National Curriculum statements taught in each year group.
- Scheme of work implemented to support non-specialist teachers.
- Teaching sequence with clear long term, medium- and short-term plans in place.

- Planning is sequential and progressive to ensure skills and knowledge are built on, lesson by lesson.
- Opportunities planned for all children to participate in inter and intra school competition.
- Plan to show progression in PE knowledge and skills with opportunities to revisit and build on the children's previous experiences.
- To use PE and physical activity in a cross curricular way (E.g. Traditional dances linked to a country studied in geography or a religion in RE etc...)
- Long term plans set out the clear sequencing and coherence of the PE curriculum across each year group for the academic year.
- Class teachers ensure that the curriculum is effectively delivered and that knowledge in PE is built upon and revisited frequently to ensure that children know and remember more.
- The PE coordinator and the class teachers identify further opportunities for both facilitating and extending learning in PE, such as educational visits and visitors and learning outside of the classroom.
- Where possible, teachers make explicit the links both to the Ballifield Core Values and the British Values. This is also done through the School Games Values of Honesty, Respect, Passion, Teamwork, Self-Belief and Determination.
- Medium term plans set out a coherent and well-sequence series of lessons for each unit of work. These directly reference the key learning outcomes so that teachers are clear on exactly what to teach children. Key questions are used for each unit of work where the question opens up the content to be studied.

PE Concepts

- **Agility, Balance, Co-ordination** (athletics, gymnastics and dance)
- **Fundamental Movement** – running, jumping, catching, throwing (Dance, Gymnastics, Athletics, Games)
- **Team games**
- **Outdoor Adventurous Activity** (OAA)
- **Movement Patterns** (Dance and Gymnastics)
- **Performance**
- **Assessment and feedback**
- **Competition** (competitive school sport, competition against yourself / personal best)

PE Resources

- PE resources are stored in the PE cupboard (outside Year 4), PE shed (outside Year 3) and in the hall.
- Only adults are allowed in the PE cupboard and PE shed. No children, no exceptions as per the signs on the doors. This is a non-negotiable to keep the rooms clean, tidy, organised and to keep the children safe.
- Teachers make good use of resources in order to ensure that PE lessons are taught effectively and the children are as active for as long as possible.
- Electronic resources are also used to support lessons, such as videos and example pictures from GetSet4PE.
- Teachers model how to handle PE equipment safely.
- Annual safety checks of equipment both inside and outside are undertaken (statutory requirement) to ensure equipment is functioning and safe.

Visits and Visitors

Ballifield Primary School understands the importance of visits and visitors to our pupils' experience of PE, school sport and physical activity. We aim to arrange visits/visitors in each year group. During their time at our school, pupils will have the opportunity to visit a wide range of sporting facilities and take part in variety of sports, competitions and festivals. These competitions and festivals can vary depending on venues, dates and availability. These visits and visitors are arranged by teachers with the support of the PE Subject Leader.

Visitors from inspirational athletes can make an important contribution to children's appreciation and understanding of PE, school sport and physical activity. Such visitors are invited into school to inspire and promote PE across the school.

Year group	Visit	Visitors
F1	N/A	Chinese New Year Dance Workshop
F2	N/A	Chinese New Year Dance Workshop
Year 1	Movement festival - Handsworth Grange	Chinese New Year Dance Workshop
Year 2	Indoor athletics competition – EIS	Chinese New Year Dance Workshop Forge School Sport Partnership Sheffield Diving
Year 3	B and C Boys Football at St George's Park Handball Competition at Handsworth Grange Dance and movement festival – Handsworth Grange	Gymnastics Sheffield Eagles disability team
Year 4	Girls only Football at St George's Park Skipathon at EIS Basketball competition at Canon Medical Arena	Forge School Sport Partnership
Year 5	Handball Festival at Handsworth Grange Climbing / Bouldering competition – Climbing Works Netball - EIS	Bikeability Sheffield United Community Foundation
Year 6	Indoor Athletics – EIS American Football Competition – Concord Sports Centre Basketball competition – Canon Medical Arena	Sheffield Sharks Basketball

Inclusion

At Ballifield, all children have equality of opportunity to learn irrespective of their gender, ethnicity, ability, cultural and socio-economic background, experience, physique and their levels of maturation and fitness. In order to ensure that circumstances are conducive to learning it will be necessary to positively discriminate on occasions. Children groupings for physical education lessons and within physical education lessons will necessitate discrimination in certain circumstances, if adverse influences on the quality of learning are to be reduced. Groups based on a gender, ability, course preferences etc. will operate when it is considered to be in the best interests of the children's learning for them to do so. In the interests of a comprehensive learning experience, however, it is important that children learn within a variety of different types of grouping and that no one type of grouping should be allowed to dominate unduly.

Teaching and learning approaches will need to take account of the students' differing abilities to demonstrate their learning, and provide opportunities for evidence of learning to be demonstrated both practically and verbally. Planned learning experiences need to take account of students' differing levels of physical ability, experience and confidence, and be suitably differentiated to allow for all students to access the learning objectives at a level appropriate to them.

The school believes that physical education is not about teaching activities but about educating pupils through the medium of physical activities. The prime concern of the teacher is the quality of learning of every pupil. Teachers will be aspirational and take into consideration the needs of each student and plan to meet those needs within the context of clearly defined learning objectives. The learning objectives will not be exclusively performance-based but encompass a diversity of competencies and attitudes. Teaching and learning situations take account of the fact that:

- Pupils learn at different rates, work at different speeds and have different concentration spans
- Levels of physical and mental ability will vary significantly
- Levels of experience and maturity will vary significantly
- Pupils will have differing physiques, and varying levels of strength, stamina, speed and flexibility
- Some pupils will appear confident whilst others are uncertain and even afraid
- Some pupils will be happy to assume a leadership role whilst others prefer to be led.

In order to provide all pupils with the opportunity to learn, teachers will:

- Utilise a range of teaching and learning styles
- Plan a range of activities to meet the diverse needs of their pupils
- Provide resources that are appropriate to the abilities and capabilities of the pupils
- Observe pupils carefully and adapt tasks and situations to ensure maximum support for their learning
- Act on external advice from other professionals where necessary in order to adapt and modify tasks for individuals where necessary
- Provide opportunities for pupils to show evidence of their learning other than through practical performance
- Encourage pupils to recognise their own strengths and limitations, and help them to make decisions with regard to the effectiveness of their own work, methods of working, task and resource adaptations.

EYFS

In the EYFS at Ballifield, PE is part of the prime area of 'Physical Development'. Physical development is split into 3 areas based on the educational programmes:

Core strength and co-ordination

Gross motor skills

Fine motor skills

- Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.
- By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.
- Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.
- Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy.
- Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

PE and SMSC

At Ballifield, we believe that PE plays a significant role in the personal development of children. It links to the Ballifield Core Values of:

Showing Self Belief

Being Respectful

Valuing Diversity

Aiming High

Enjoying Learning

Being Healthy

Having a Voice

Creating a Family of Learning



Where possible, teachers make explicit the links both to the Ballifield Core Values and the School Games Values of **Honesty**, **Respect**, **Passion**, **Teamwork**, **Self-Belief** and **Determination**.

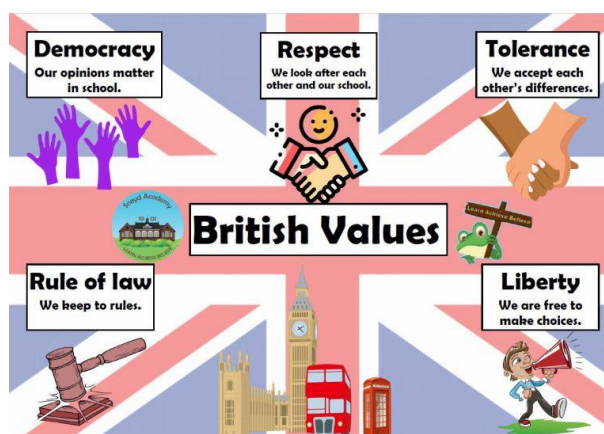
- **Spiritual** education in PE involves students developing a variety of skills, e.g. performing a sequence in gymnastics, which allows the students to express their feelings and emotions as well as be amazed by what their bodies can achieve.
- **Moral** education in PE concerns children having the opportunity to understand how PE can influence their healthy living and lifestyle.
- **Social** education in PE involves introducing children to many different social skills. Examples include respect, responsibility, good sportsmanship, and honesty. These skills and others are taught on a continual basis.
- **Cultural** education in PE includes children being given the opportunity to learn games and dances from different traditions, including their own as well being able to appreciate the differences between male and female roles within sport.

PE and British Values

At Ballifield, we promote the fundamental British values of:

1. **Democracy**
2. The **rule of law**
3. **Individual liberty**
4. Mutual **respect**
5. **Tolerance** of those with different faiths and beliefs

We believe that PE, School Sport and Physical Activity can make a key educational contribution to children's' explorations of British Values, and excellent teaching of PE can enable pupils to learn to think for themselves about them. Values education and moral development are a part of our mission to contribute to the wellbeing of each child and of all within our community.



Democracy

Children are given a voice through the PE and School Sport Crew. Children chose a representative for their class and make decisions and improvements alongside the PE coordinator during half termly meetings. Examples of improvements include introducing new sports, organising whole school activities and sorting equipment.

The rule of law

In PE at Ballifield, children are taught about age appropriate rules, fairness and respect, through a variety of sports and activities. Children learn to work individually and in groups. An established ethos in PE with regard to how to win and lose fairly and understand good sportsmanship. Competition against oneself is encouraged through trying to beat personal bests in addition to competition against others.

Individual liberty

In PE at Ballifield, children are free to express themselves. Children are taught that through PE they are able to recognise and celebrate individual differences e.g. through dance, gymnastics or yoga flow. There is an ethos where the views of individual children are listened to and respected within an acceptable framework.

Mutual Respect

Mutual respect is taught and given when children are expressing their opinions and are taking part in PE. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by given each child a forum to share these on and an expectation that these must be listened to. Children are encouraged to respect and celebrate the attempts and achievements of others.

Tolerance of those of different faiths and beliefs

In the PE curriculum, children are taught about historical, cultural and religious differences, through a variety of PE activities. The culture in PE respects cultural differences. At Ballifield, we engage in competition and encourage competition within and across the community. When examples of athletes from different sports are shown a mixture of gender, religion, race and disabilities are represented.

THE IMPACT OF THE TEACHING OF RE AT BALLIFIELD PRIMARY SCHOOL

The **impact** of the PE curriculum on the Ballifield children will be that children achieve age related expectations in PE, be physically literate, enjoy PE and school sport, will have a broad range of experiences through PE, have built on their PE skills across year groups, can clearly evaluate their own performances and can demonstrate improvements to achieve their personal best. Children will also be able to independently seek additional extra-curricular activities both in school and outside of school and they will continue to make positive healthy choices for their own physical and mental health.

Assessment, reporting and monitoring

When it comes to assessment in PE we believe it should be purposeful and should not be time consuming or take away from teaching time / time for children to be active. During PE lessons, every minute should be purposeful and physically active with as many children moving and learning as possible not waiting around in queues or spending a disproportionate time completing assessment tasks.

- We plan for children to make progress across all aims of PE and measure pupils' achievements by assessing their attainment
- Throughout units of learning, teachers recap and review previous learning to ensure knowledge builds sequentially. Gaps are filled before new knowledge is taught and AfL is used constantly to ensure children know and remember more.
- Children's attainment in PE throughout the school will be tracked and monitored by the Subject Leader in order to ensure that PE provision at Ballifield is impactful. The Subject Leader will also be able to identify areas for development and children who are finding it difficult to achieve the learning outcomes in PE. Through discussion with teachers, ways to further support children to meet the learning outcomes will be devised.

- As required by law, we report pupils' attainment in PE in written form to parents once a year, specifying whether their child has met the learning outcomes taught through our PE curriculum.
- Outcomes for swimming will be published on the school website.

Safeguarding including Health and Safety / Safe Practice in PE at Ballifield

- As in all aspects of school life, safeguarding children is the responsibility of every member of staff in a school, but PE creates unique situations which often require extra consideration.
- The most obvious time where staff need to ensure safeguarding protocols are met is when the children are getting changed for PE. At Ballifield, children come to school on their PE days already dressed for PE however sometimes there might be occasions where children need to get changed. Staff need to oversee changing areas to ensure that the both behaviour levels and safety levels are high.
- Staff are visible and can see as many pupils as possible, while remaining busy so that the students don't feel uncomfortable.
- Under no circumstances, would an adult be left alone with a child getting changed.
- Staff are alert for any issues that may arise, especially regarding any verbal abuse or comments that may be made to pupils by their peers.
- During PE (especially swimming in Y4), staff are able to notice bruising, cuts or some unusual marks or injuries on a child's body more so than any other lesson. Staff may also notice that a child is reluctant to change in front of their peers. If staff have any concerns or notice something out of the ordinary then they will speak to the designated safeguarding lead (Mrs Roddis) or a member of the safeguarding team immediately.
- As in all lessons, staff are vigilant in PE lessons and actively look for ways to reduce risk. Any safeguarding concerns that they have are immediately passed to the DSL or safeguarding team.

Safeguarding during PE based after school clubs

- All PE based after school clubs provide a copy of their safeguarding policy, with a clear procedure for dealing with concerns or risks of abuse.
- All PE based clubs are given an induction checklist so they understand safeguarding policies and procedures in school.
- Procedures for dealing with complaints or concerns regarding poor practice, abuse or neglect.
- All PE based clubs agree to safe recruitment procedures for those working with children that include: a clear job description, appropriate references, criminal records checks (e.g. DBS) for relevant posts and technical qualification.
- Access to appropriate safeguarding or child protection training for its staff and volunteers.

Jewellery/personal effects

- It is our policy that children who wear earrings (including spacers and retainers) are able to take them out before a PE lesson. This follows guidance shared across the Forge School Sport Partnership and Sheffield City Council. The Association for Physical Education state: "The Association for Physical Education (AfPE) strongly

recommends the practice of removing all personal effects at the commencement of every lesson to establish a safe working environment. This applies to all ear and body piercings, including retainer and expander earrings.” Children are not able to take part in any organised sporting activities if they are unable to remove their earrings. Parents are reminded that the start of the summer holidays is the most appropriate time to have ears pierced as it will give their ears plenty of time to recover.

- All jewellery/personal effects must be removed before P.E. lessons. Staff should always give a verbal reminder to students and, where necessary, visually monitor the group and/or individuals.
- Where earrings/jewellery cannot be removed the individual student concerned should not actively participate. Alternative involvement in the lesson should be possible e.g. taking notes, taking photographs.
- Staff also need to be mindful of their own adornments and remove them prior to teaching PE to model safe practice.

Clothing and footwear

- The basic principle is the necessity for secure footing whatever the surface or activity involved.
- Where possible, Dance and Gymnastics should be undertaken in bare feet, unless children have a foot complaint, then trainers or pumps may be worn. Barefoot work is the safest whether on floor or apparatus because the toes can grip.
- Warmer clothes are necessary for outdoor activities, which will continue during cold weather. Cold weather does not prevent outdoor PE from taking place.
- Outdoor games should be undertaken in suitable trainers which must be laced correctly.
- All footwear should be of the correct size and correctly tied in the manner of its design to ensure appropriate support for the ankles.
- For all activities, long hair (students and staff) should be tied back.

Movement of Apparatus

- Throughout their development in P.E. children will be taught how to assemble, lift, rearrange, dismantle and store apparatus safely.
- Although it is desirable that children should be responsible for their own equipment, it is realised that for the children to set out and put apparatus away every lesson is not a realistic target, bearing in mind the restrictions of time allocated to P.E. and the restrictions on hall use. However, the children should receive enough practice and guidance to be able to do it safely and efficiently.
- Children will be taught about the appropriate use and placement of apparatus to ensure safety. When lifting and carrying apparatus children should face the way they are going in order to minimise the risk of collision. Children will be taught where to place their hands and to lift together on the leader's signal, by bending and straightening the legs and keeping their backs straight.

Placement of Mats

- Children will be taught about the correct placement and use of mats. The school's policy on the placing of mats follows the guidelines given in 'Safe Practice in Physical Education'. This states that mats should not be placed around profusely and indiscriminately but should be used where it is expected they will be needed for

deliberate landings. However, it is anticipated that younger children may require mats at an early stage of traversing apparatus at a height, where they are likely to need to drop down.

Non-Participation

- If children are unable to participate in P.E. due to injury or illness, this should be supported by communication from parents.
- Non-participants should be as involved in the lesson as possible; as officials, observers, recorders, or helpers, so enabling them to learn and understand the work and be better prepared to re-join in due course.

Teacher Attire

- When taking P.E. lessons, teachers should be appropriately dressed and wearing trainers. Long hair should be tied back. Teachers should model being good examples.

Equipment checks

- Teachers will check gymnastics equipment before it is used by children, making children aware of potential hazards. Other equipment should also be checked – any broken or potentially hazardous items should not be used and reported to the PE Lead.
- Teachers and teaching assistants model safely using PE equipment.

Role of the Subject Leader

The Subject Leader is responsible for overseeing teaching and learning across PE, School Sport and physical activity at Ballifield.

This role includes:

- Ensuring staff are clear on our approach to PE and the requirements for planning using the Ballifield long term and medium-term planning
- Supporting staff with planning and delivery of PE
- Acquiring and organising appropriate resources to support teaching and learning
- Monitoring the teaching and learning of PE
- Providing and sourcing training and CPD (INSETs & PDMs) for staff where necessary.
- Attending Subject Network meetings via Learn Sheffield to connect and liaise with other PE Leads across the city, feeding back key messages/updates to staff at Ballifield.
- Utilising the resources available via Ballifield membership of PE Association, Forge School Sport Partnership and GetSet4PE to further support the teaching of PE.

Policy date: January 2026

Policy review date: January 2027

Whole School PE Long Term Plan 2025-26

Ballifield uses the Get Set for PE scheme of work and support from Forge SSP

Year Group	Autumn		Spring		Summer	
F1	Introduction to PE	Fundamentals	Dance	Gymnastics	Ball Skills	Games
F2	Introduction to PE	Fundamentals	Dance	Gymnastics	Ball Skills	Games
Year 1	Team Building	Fitness	Sending and Receiving	Target Games	Invasion Games	Athletics
	Fundamentals	Gymnastics		Net and Wall Games	Ball Skills	Striking and Fieldi
Year 2	Team building	Target Games	Sending and Receiving	Yoga	Invasion Games	Athletics
	Fundamentals	Gymnastics		Net and Wall Games	Ball Skills	Striking and Fieldi

Physical Education Curriculum Overview						
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Fundamentals	Dance	Ball Skills	Dodgeball	Basketball	Athletics
	Tennis	OAA	Gymnastics	Yoga	Cricket	Rounders
	Hockey	Dance	Gymnastics	Fitness	Football	Athletics
Year 4	Tennis	Netball	Tag Rugby	Swimming	Swimming	Swimming
	Hockey	Basketball	Gymnastics	Yoga	Volleyball	Athletics
	Fitness	Dance	Cycling (Bikeability)	Fundamentals and Team Games	Cricket	OAA
Year 5			American Football	Sheffield United Joy Of Moving		Rounders
	Tennis	Football	Gymnastics	Fitness	Basketball with Sheffield Sharks	Athletics
	Netball	Dance	Badminton	American Football	Tag Rugby	Rounders Baseball MLB

