

# **King Edward VI School Physical Education Policy**

This policy is underpinned by guidance from:

- Youth Sport Trust (YST)
- Sport England
- Association for Physical Education (AfPE)
- National Curriculum requirements for PE
- Whole-school behaviour and safeguarding policies

## **1. Vision of the PE Department**

At King Edward VI School, we believe Physical Education (PE) is vital in promoting long-term healthy lifestyles and supporting physical, mental and social wellbeing. Our mission is to ensure that all pupils, regardless of their starting point, have opportunities to experience a broad range of activities, develop physical literacy and leadership skills, and build confidence.

We strive to provide highly positive and memorable experiences that enable students to become resilient individuals who respond positively to challenge and thrive beyond school.

The PE department is committed to providing an inclusive, supportive and ambitious environment where all students feel safe, valued and encouraged to achieve their personal best. Reasonable adjustments will be made where appropriate in line with the Equality Act 2010.

## **2. PE Subject Lead Roles and Responsibilities**

The PE Subject Lead has overall responsibility for the PE, School Sport and Physical Activity (PESSPA) programme within the school. Key duties include:

- Strategically planning and implementing a broad and balanced curriculum in accordance with national guidance
- Ensuring staff are aware of long-term curriculum plans and have access to appropriate training and support
- Supporting colleagues to deliver high-quality lessons and monitoring provision to ensure activities are appropriate for age and ability

- Ensuring the PE curriculum is inclusive and accessible to all students regardless of ability, background or need
- Organising a programme of co-curricular activities, competitions and leadership opportunities
- Promote physical activity and positive attitudes towards health, wellbeing and exercise
- Managing resources and budgets effectively to maximise the impact of PE provision and school sport funding
- Ensuring health and safety guidance is implemented consistently across all activities and facilities

### **3. National Curriculum (Key Stages 3 and 4)**

The school follows the National Curriculum for Physical Education at Key Stages 3 and 4. The purpose of study is to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities, enabling them to build confidence and support their health and fitness.

Aims

Students should:

- Develop competence to excel in a broad range of physical activities
- Be physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy and active lives

#### **Key Stage 3**

At Key Stage 3, pupils build on fundamental skills and become more competent, confident and expert in their techniques across a range of activities.

#### **Key Stage 4**

At Key Stage 4, pupils continue to develop and apply advanced skills within increasingly demanding physical activities.

#### **4. Statutory Requirements and Attendance**

Physical Education is a statutory part of the school curriculum. All students are expected to participate fully in PE lessons unless medically exempt. In recognition of the importance of physical activity for both physical and mental wellbeing, participation in PE is strongly encouraged.

Absence from PE

- Students should attend PE lessons unless there is a medical reason preventing participation
- Where concerns become long term or recurring, the school may request supporting medical guidance from a healthcare professional in order to ensure appropriate support and reasonable adjustments are in place
- Students unable to participate physically will still be expected to attend the lesson and, where appropriate, change into PE kit in order to support learning through roles such as officiating, coaching, observation or leadership
- PE staff will support students in these alternative roles and make reasonable adjustments where necessary
- Students who are unable to change or access practical environments due to medical needs, injury or recovery may require an individual risk assessment and support plan in collaboration with the Year Team and relevant staff
- Students must inform PE staff immediately if they sustain a head injury, have suspected concussion symptoms or have received a concussion diagnosis. The school will follow appropriate return-to-play guidance
- Students and parents should inform staff in advance of any medical conditions or injuries so appropriate support and adjustments can be implemented
- Attendance and punctuality are monitored. Students are expected to change promptly and arrive at the activity area ready to begin learning safely and efficiently

## **5. PE Uniform Expectations**

The correct PE kit is essential for safety, equality and readiness to participate.

Students are expected to:

- Wear the full school PE kit and appropriate footwear unless an agreed adaptation has been authorised by the PE department
- Tie hair back securely during practical activities
- Remove all jewellery before participating in practical PE activities for health and safety reasons
- Where jewellery cannot be removed for medical, religious or exceptional reasons, an individual risk assessment and appropriate adaptation will be considered by the PE department
- Newly pierced earrings should ideally be scheduled at the beginning of school holidays to minimise disruption to curriculum PE
- Borrow clean spare PE kit provided by the school if equipment or kit is forgotten. Repeated issues may be addressed in line with the school behaviour policy
- Only wear leggings underneath approved PE shorts or skorts. Tights are not permitted for health and safety reasons
- Ensure shorts are of an appropriate design in line with school PE uniform expectations
- Avoid false nails or excessively long nails that may present a health and safety risk during practical activities

## **6. Clubs and Co-Curricular Opportunities**

The PE department offers a broad range of clubs, teams, leadership opportunities and competitive experience throughout the academic year.

When representing the school, students are expected to work together, communicate effectively, show respect and contribute positively to the team environment.

Any poor behaviour during clubs or fixtures will be addressed in line with the school's behaviour policy, including any actions that bring the school into disrepute, which may result in removal from clubs or future fixtures.

All decisions relating to the above will be made in accordance with the school's behaviour policy. Any removal from clubs or fixtures will be determined by PE management.

## **7. Health and Safety**

The PE department follows health and safety guidance from AfPE alongside whole-school policies and procedures to ensure a safe learning environment.

Changing areas are monitored and supervised in accordance with safeguarding and staff conduct guidance.

Lessons and activities may be adapted, relocated or postponed due to extreme weather conditions, unsafe surfaces or other health and safety concerns.

## **8. Equal Opportunities and Inclusion**

The PE department is committed to providing an inclusive environment where all students feel safe, valued and supported.

The curriculum is designed to be accessible to all learners, including students with special educational needs and disabilities (SEND). Staff will make reasonable adjustments where appropriate to ensure all students can access learning and participate safely and successfully.

Discriminatory language, behaviour or conduct will not be tolerated and will be addressed in accordance with the school behaviour, safeguarding and equality policies.