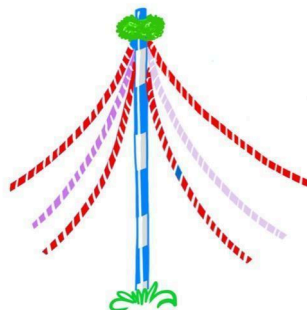


Maypole School



PHYSICAL EDUCATION & HEALTHY ACTIVE LIFESTYLES POLICY

2026-2027

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1. INTRODUCTION

At Maypole School, we believe that children should understand the importance of living a healthy, active lifestyle, and know how to do so. We want them to grow in our school community, with a healthy body and healthy mind.

2. VISION FOR PE AND HEALTHY ACTIVE LIFESTYLES

Maypole School believes that physical education is part of what supports children in having a healthy active lifestyle, irrespective of their academic or physical ability. The School strives to give the opportunity to pupils to discover and develop their physical potential, through a balanced and developmental programme of activities. Physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health.

The scheme of learning is based on progressive learning objectives, combined with varied and flexible teaching styles. The school aims to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. It also focuses on supporting pupils to work individually and within a team, building co-operative and respectful attitudes in competitive activities.

Maypole School aims to promote an understanding of the many benefits of exercise and having a healthy, active lifestyle, through a balanced range of relevant activities in the wider curriculum including Science and PSHE. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

We are committed to achieve maximum participation for all children whilst recognising the need for equal opportunities on the grounds of gender, ethnicity and children's specific individual needs. Within a caring and supportive environment, we believe in encouraging positive relationships between groups and individuals whilst providing challenge and stimulation for pupils to make progress.

3. OUR AIMS THROUGH PHYSICAL ACTIVITY

The aims of physical activity

Our aims through physical activity are to develop pupils' physical competence and confidence, and thus their ability to perform in a range of activities. We want to:

- Promote physical skilfulness, physical development and knowledge of the body in action
- Give opportunities to be creative, competitive and to face up to different challenges as individuals and in groups and teams
- Promote positive attitudes towards active and healthy lifestyles
- Encourage pupils to learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness
- Help pupils to discover their aptitudes, abilities and preferences and to make choices about how to get involved in lifelong physical activity
- Foster a sense of fair play and sportsmanship and encourage pupils to cooperate effectively with each other

- Encourage pupils to take ownership of their own learning, developing leadership opportunities to develop rounded confident individuals

What we want to promote

- The engagement of all pupils in regular physical activity
- The experience to excel in a broad P.E. Curriculum
- The opportunity to do physical activity for sustained periods of time suitable to their ages
- Participation in competitive sports, games and activities
- Healthy lifestyles, social and communication development, turn taking and sharing

4. PHYSICAL EDUCATION CURRICULUM AND PROVISION

At Maypole School pupils are provided with a wide range of opportunities to be physically active. The curriculum covers a broad scope of activities that are usually undertaken out in the community at local leisure centres and similar community places and onsite where the school has its own suitable PE facilities. The school has developed a curriculum specific to the pupil's individual needs, providing an innovative PE curriculum to best utilise the school's and local community & leisure facilities, and so maximise the physical opportunities on offer to our pupils.

Pupils in Key Stage 1

Pupils in Key Stage 1 will be able to demonstrate that they:

- can perform the basic movements of catching, throwing, running and jumping;
- develop their balance, agility and coordination that can be applied across the whole P.E. Curriculum;
- can take part in simple team games;
- can take part in dance and use simple movements that can be cross curricular, linked to other subjects being taught;
- can practise skills that improve their coordination and balance;

Pupils in Key Stage 2

Primary pupils will have at least 2 hours of physical education per week. Pupils in Key Stage 2 will be able to demonstrate that they:

- can practise skills that improve coordination and balance
- can practise skills in dynamic balance to agility
- can run, jump and throw in isolation and combination
- can play basic games, developing simple tactics in attack and defence
- will develop flexibility, strength and balance
- can take part in adventurous activities that are challenging to the individual and as part of a team
- can evaluate their previous performance and compare this to their latest performance
- can be self-critical to improve their performance

Pupils in Key Stage 3

At KS3 all pupils will receive at least two hours of PE per week, but usually each pupil will have access to four hours of PE weekly.

Pupils in Key Stage 3 will be able to demonstrate that they:

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

Pupils in Key Stage 4

At KS4 all pupils should receive at least two hours of PE per week, but usually each pupil will have access to four hours of PE weekly.

Pupils in Key Stage 4 will be able to demonstrate that they:

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

Pupils in Key Stage 5

Pupils in Key Stage 5 do not have to have PE on their timetable, although they will be encouraged to do so. Healthy lifestyles will be discussed and sessions around this delivered through PSHE, Life Skills and through tutorial times. Pupils will have the opportunity to undertake sessions at the gym, fitness classes, swimming, cycling, walking, climbing wall amongst others.

5. BREADTH OF STUDY

Whilst following the PE Curriculum, Maypole School aims to offer a wide range of sports and activities. There will be an additional number of activities that will enhance the curriculum offer, that will encompass other areas of the curriculum including social, emotional, communication and personal development of the pupils.

The curriculum in this subject has been organised to ensure that children in all Key Stages have access to a variety of PE, physical & leisure activities. We will strive to allow children following our curriculum to have the opportunity to meet the expectations at the end of each Key Stage.

Undertaking many of the PE activities out in the community, at leisure centres and other local sports facilities, enables additional development opportunities such as pupils paying for their entrance fee, travelling on public transport, and using café facilities after the activity. These opportunities develop social communication skills, turn taking and sharing, independence skills and money handling skills, among others.

Swimming

Pupils will all have the opportunity to participate in swimming sessions throughout all Key Stages with the aim to ensure that they will be able:

- to swim competently, confidently and proficiently over at least 25m;
- to use a range of strokes effectively, such as front crawl, backstroke and breaststroke;
- to jump or dive, safely and competently, into deep water.

All children are expected to learn to swim as part of the National Curriculum. Exceptions may be considered in certain circumstances.

If a child does not take part due to regular lack of bringing swimming kit, the school will liaise with parent/carers, in order to keep the kit at school.

Swimming costumes (not bikinis) or swimming shorts must be worn by pupils and staff (where staff are also participating in the session). Pupils can wear goggles if they choose.

Children who have a diagnosis of epilepsy are not excluded from swimming lessons, but a qualified emergency epilepsy medication trained staff member will be with the pupil at all times. The swimming instructor(s) will be made aware of the child, prior to the session, by the class teacher.

Dance

The school is keen to promote Dance, as part of the P.E. lessons.

Dance is an important part of the many cultures that the children and the staff of this school are drawn from, and the School would like that to be reflected in its P.E. offer.

Horse riding

Offering horse riding as a PE /activity option has a wide range of benefits for the pupils. It is widely accepted that animals can have a therapeutic benefit to pupils and for some children, including those who do not enjoy physical activity, horse riding can be an enjoyable experience. The experience can extend beyond riding the horse, to include grooming, mucking out and feeding.

Not all pupils will wish to take up this offer, but it is available to those who choose it.

Most Able

Maypole School is committed to identifying most able children and supporting them in their quest for excellence. The school will seek links with external clubs to foster further sporting development where appropriate.

6. ROLE OF THE TEACHING STAFF

The role of the teaching staff includes:

- producing a flexible scheme of learning, with lesson plans to support its implementation;

- supporting colleagues in all aspects of the curriculum;
- maintaining and replacing equipment;
- ensuring that areas for lessons are safe;
- supporting pupils to join clubs, outside of school in their local area, to provide the opportunity to become involved in out of school clubs to further develop skills and talents;
- ensuring that standards remain high, in each year group, through effective monitoring of the subject;
- ensuring that every class is having at least 2 hours of PE per week.

Forward Planning

The Physical Education curriculum and scheme of learning developed at the school covers development and progression of a range of skills. This must be differentiated, to meet the needs of the individual pupils, which requires planning in advance. Some aspects of the curriculum will not be appropriate for some of the pupils at Maypole School and will therefore be adapted accordingly.

What is important is that the pupils are instilled with an understanding of the importance of physical activity, and the links to health and wellbeing; and a knowledge of a wide range of potential sporting and leisure activities and how to access them.

7. CROSS CURRICULAR LEARNING & ADDITIONAL BENEFITS

Children enhance their understanding of physical development, health and well-being through making links with other areas of learning and to wider issues of interest and importance.

Where possible, cross curricular links are made in the school's P.E. plans & Curriculum Map. This is particularly true in Dance where there are excellent links to topic work. Dance also gives the children opportunities to make links with Science, Music and RE.

Self Awareness

Pupils will be encouraged to identify their strengths in their performances, and to feel comfortable with the level at which they are working. Teaching staff will give valuable feedback and advice on how pupils can improve, and reach their target level. There will be many opportunities for pupils to develop their self-awareness, during PE lessons.

Understanding and managing feelings

Pupils are often in situations that are outside of their comfort zone. They are perhaps participating in activities that they would rather choose not to take part in. All pupils have different strengths and limitations; and some pupils may feel embarrassed and uncomfortable when participating in certain activities and situations. There may also be some activities that may have a 'gender stereotype' linked to them, which can make some pupils reluctant to participate.

It is our responsibility to support pupils to overcome perceived biases, to encourage them to participate and try all offered activities, and to take responsibility, plan their behaviour, control their actions and build positive relationships with others.

The need for empathy, and to be sensitive to others' feelings

In PE there are many opportunities for pupils to show their work, and to be on display themselves. This creates opportunities for them to self-assess, and to be sensitive about their approach and direction, when giving feedback to others. Dance and Gymnastics activities are good examples of where pupils can greatly vary in ability and confidence, so caring and sensitive approaches are required by both teaching staff and pupils, so as not to embarrass or hurt some pupils' feelings.

Responding to different PE tasks will allow pupils to understand, and respect, other pupils' opinions and view points. Not everyone will have the same opinion, and an open minded and mature approach must be encouraged by teachers. Teachers must act in a positive manner, to motivate and encourage their team when experiencing success or failure. Below are examples of the skills / attributes that teachers should try to develop in their pupils, during PE lessons.

- Understanding that other pupils all have different strengths, and being sensitive to this.
- Be sensitive and caring about other pupils' feelings.
- Offering constructive advice when observing performances, and conveying limitations in a mature and sensitive manner.
- Understanding and appreciating differing opinions and views.
- Understanding and appreciating differing body types and skill levels.
- Using listening skills and communication skills to help bring other pupils forward in their performances.
- Respect different cultures and backgrounds
- Sharing knowledge and communicating opinions.
- Understanding the impact of bullying and prejudice, and respecting members in the class.
- Improving listening skills.
- Having their own opinion, and realising that not all individuals will think the same as them.

Development of social skills

Physical Education encourages pupils to use a variety of social skills, and to interact with pupils with different abilities and strengths. They are presented with a variety of situations, and encouraged to respect different cultures and backgrounds. Dance and Gymnastics offer opportunities where pupils evaluate performances through observation, and may use worksheets to assist with their feedback. Communication skills are tested and developed, so that they feedback in a sensitive and thoughtful manner. Teaching staff act as positive role models so that discussions are carried out in the desired way, so that pupils can express their opinions in a safe and assuring environment that respects everyone's views.

Problem Solving

Many opportunities are planned in PE, to offer pupils opportunities for problem solving. Examples include the following.

- Opportunities to overcome specific problems / tasks, in group situations.
- Different lessons allow for working in pairs at times, to comprehend a task and apply their own understanding.
- Problem solving skills can be developed through the processes of formative self assessment.

- Opportunities to devise various games, with guidance from the teacher, and with resources available to them.
- Opportunities to interpret maps / instructions, and to lead others when possible.

8. HEALTH & SAFETY

All facilities and equipment will be fit for purpose, and all pupils will be expected to follow the rules and regulations to ensure that Health and Safety is an integral part of teaching and learning. Risk assessment is an ongoing process. All activities must have been risk assessed, and these are reviewed annually.

All children and adults taking part in PE lessons should be dressed appropriately e.g. plimsolls/trainers; tracksuit bottoms; tee-shirt/sweat shirt.

Essential checks

- Staff and pupils must be aware of the safety rules (policies; risk assessments; leisure centre rules, school rules etc).
- Pupils are encouraged to think about safety issues within the curriculum activities.
- Pupils and staff must be educated in, and confident about, spotting potential hazards; and they must know who to inform (class teacher; Head of School; office staff).
- Risk assessments are carried out as appropriate.
- Policies and practices are reviewed at least annually.

Sun protection

- When outside in warm weather, children will be encouraged to apply sunscreen to areas not protected by clothing, such as the face, ears and backs of hands.
- Water bottles may be brought to lessons. Children should have water bottles in school at all times.

Wet weather

The majority of PE sessions take place in sports halls, leisure centres and other sports facilities so that there is no impact from the weather.

Where a session has been planned out in the open, the teaching staff will need to decide if the session can continue outdoors. If rain is light and children have appropriate attire, PE can still be taught outside.

There should always be other activities and games planned, that can be carried out in the classroom, in the event that an outside session has to be cancelled.

9. OTHER CONSIDERATIONS

Inclusion and Equal Opportunities

The Government's aim is for every child, whatever their background or their circumstances, to have the support they need in the areas of Health, Staying safe, Enjoying and Achieving, Making a

Positive Contribution and Achieving Economic Well-being. Maypole School embraces these aims, and the curriculum the school delivers reflects these requirements. Children are encouraged to take up sports and activities outside of the school environment, irrespective of their ability.

It is the school's intention that all pupils, irrespective of academic ability, physical ability, gender, ethnic origin, faith or socio-economic background, are offered a curriculum where they can benefit fully from the learning experience. In the pursuit of individual excellence, equal opportunity is vital if every pupil's potential ability and talent is to be realised.

Legal Requirements

All Children of Primary School age are required to take part in all PE activities as stated by the Department for Education. All children are expected to take part in regular PE lessons. There are no exemptions, except with the provision of a medical certificate issued by a consultant at the Hospital where the child is having treatment. All children are expected to take part in PE lessons.

Behaviour

Children taking part in PE lessons at the school or playground, or out in the community, are expected to conform to the school's code of conduct. These areas are seen as extensions of the classroom, and the same class rules apply. The Head of School can stop a child taking part in PE lessons offsite if they are too dysregulated to be able to travel offsite safely, or if there is a strong likelihood that they may abscond when off-site. Where possible, alternative activities of a physical nature will be found onsite. Missing an offsite PE session is never to be used as a sanction/consequence of negative behaviour.

Resources

All staff are expected to keep resources clean, neat and tidy and to return the equipment promptly at the end of the session. The resources are shared across the whole school, and it is everyone's responsibility to look after them.

Selected equipment may be made available by the staff at lunch and break times for children to play with, but must be returned immediately the break ends, in readiness for subsequent PE sessions.