

Physical Education Policy

Gascoigne Primary School



[article 28](#) (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

[article 29](#) (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

[article 31](#) (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Approved by:	Governing Body	Date: 30.01.2024
---------------------	----------------	-------------------------

Last reviewed on:	November 2023
--------------------------	---------------

Next review due by:	November 2025
----------------------------	---------------

Contents

1. Purpose of the policy	3
2. Subject vision	3
3. Aims and outcomes	4
4. Teaching and learning	4
5. Curriculum overview	5
6. Cross-curricular links	6
7. Assessment and recording	7
8. Resources.....	7
9. Roles and responsibilities	7
10. Inclusion.....	8
11. Links to other policies	9
12. Monitoring and review.....	9
13. Appendices	

1. Purpose of the policy

This policy reflects the aims and values of Gascoigne Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

Ensure you consider the potential audience for your policy and what information they will want. Your audience may include teaching and non-teaching staff, governors, parents and Ofsted inspectors.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website: <https://www.gascoigneprimaryschool.co.uk/>

2. Subject vision

At Gascoigne Primary School, Physical Education forms an important part of the education of each pupil. We aim to promote a holistic approach to develop an active, healthy and enjoyable lifestyle and encourage our pupils to have the motivation, confidence, physical and social competence, knowledge and understanding to maintain physical activity throughout life.

P.E. is about introducing children to the world of sport, which, combined with an enjoyment of exercise, will hopefully provide the foundations for a healthy and active lifestyle.

The intent of Physical Education at Gascoigne Primary School are:

- To promote positive attitudes towards physical activity.
- To develop social co-operation and positive attitudes towards others and to compete with a sense of fair play.
- To promote physical activity, physical skills development and a healthy lifestyle.
- To show an awareness, knowledge and understanding of safety when participating in physical activity.
- To encourage lifelong involvement in physical activity.
- To develop fair play through cooperation, collaboration and competition and manage, to varying levels of success, in competitive and co-operative situations and retain a proper sense of perspective in competition.
- To always try to achieve their personal best.
- To have age appropriate activities.
- To understand the need for rules in games.

- To provide equal opportunities for all children regardless of their race, gender, background or ability, thus providing a programme of study that is inclusive.
- To provide equal opportunities for all children to achieve their full potential, through curricular and extra-curricular sessions.

3. Aims and outcomes

The aims and outcomes of teaching Physical Education at Gascoigne Primary School are outlined by the National Curriculum Programme of Study for Physical Education:

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

4. Teaching and learning

Each child at Gascoigne Primary School receives two hours of Physical Education curriculum time per week. In most circumstances, this includes an hour lesson with a PE specialist teacher and a second hour provided by the class teacher. **Details of how we ensure children remain safe throughout the PE lessons are provided in the appendix 2.**

The teaching of the Physical Education curriculum is broken into the following areas of activity:

- Dance
Gymnastics
- Games (including net/wall games, invasion games, throwing and catching and catching and fielding)
- Swimming

In accordance with the National Curriculum, children will participate in swimming lessons while in KS2, to ensure they can swim the minimum of 25m. All pupils are required to learn how to swim. Lessons will be delivered at Abbey Leisure Centre by their swimming instructors.

Non-Participation in P.E. Lessons

Children should only miss P.E. lessons on health grounds if this is requested by their parents or guardian either by direct contact with the school or in a letter to the teacher.

Children who persistently forget their P.E. kit should be reminded of the importance of P.E. and if necessary, a letter should be sent to their parents asking for their co-operation. PE Teachers, Class Teachers and Family Liaison Practitioner team will work together in order to improve participation. There is also kit that can be borrowed when necessary for the pupil to participate in the PE lesson.

5. Curriculum overview

Each year, the children will follow the schools agreed Physical Education schemes of work (Real PE, Rising Stars and LCP). The medium-term planning documents, kept on the school network, will indicate the activities that children will be involved with during the half-term. Individual members of staff will amend the short-term planning for pupils, based on their knowledge of the children's ability. Teaching resources are available to all teachers and members of staff to prepare engaging and active PE lessons.

Here at Gascoigne Primary School pupils will follow a PE curriculum that gradually promotes and develops our children's physical development throughout their time at the school. Physical Education is taught as a skills based curriculum throughout Early Years and Key Stage One and then skills are taught through a contextual basis in Key Stage two to introduce children to a range of sports and cultural experiences (in the context of gymnastics and dance). A spiral curriculum is in place which re-visits key skills throughout a pupils' school life at Gascoigne.

The purpose of the skills based curriculum, planned using the Real PE scheme, is to allow children to have a base level of skills which will set them in good stead for increasing their cultural capital of different sporting disciplines and skills taught in KS2. The aim of the whole of physical education throughout the school is to expose children to the benefits of a physically active life, creating physical literacy that allows them to live healthily each day and to try and encourage a love of activity and sports. By the end of KS2, children would have also been given plenty of competitive opportunities both within school and opportunities to represent the school in a range of sports and activities, a vital aspect of the national curriculum.

5.1 Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage (EYFS), children will be given opportunities to explore movement in a less structured, more play-based environment. Opportunities for movement and physical development (including those of fine-motor and gross motor skills) will be planned to ensure that children achieve the physical development aspect of the EYFS framework.

5.2 Key Stage (KS) 1

In KS1:

Pupils should 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 should 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.

The topics we teach in PE are outlined in the programmes of study/curriculum map for history (see section 5.4).

Detail of programmes of study/curriculum maps can also be found on the school website www.gascoigneprimaryschool.co.uk and in section 5.4 of this document.

5.3 Key Stage (KS) 2

In KS2:

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

The topics we teach in PE are outlined in the programmes of study/curriculum map for PE (see section 5.4).

Detail of programmes of study/curriculum maps can also be found on the school website www.gascoigneprimaryschool.co.uk and in section 5.4 of this document.

Swimming and water safety:

All schools must provide swimming instruction either in key stage 1 or key stage 2.

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 Gascoigne Primary School, our pupils attend swimming lessons in years 3 & 4.

5.4 Programmes of study

The included subject examples are taken from the National Curriculum for PE:

	Autumn term	Spring term	Summer term
EYFS	Balance/Agility/Co-ordination/Movement	Balance/Agility/Co-ordination/Movement	Balance/Agility/Co-ordination/Movement
Year 1	Gymnastics/Dance	Gymnastics/Games	Athletics/Games
Year 2	Gymnastics/Games	Games/Dance	Athletics/Games
Year 3	Games/Gymnastics/Dance	Swimming/Dance/Games	Athletics/Games
Year 4	Swimming/Games/Gymnastics	Gymnastics/Dance	Athletics/Games

Year 5	Gymnastics/Games/Dance	Gymnastics/Games/Dance	Athletics/Games
Year 6	Games/Health & Fitness/Gymnastics	Gymnastics/Dance/Health & Fitness	Athletics/Games

The complete curriculum map is available as Appendix 1 to this document and on the school website.

6. Cross-curricular links

PE shares links with the following subjects:

- English: development of literacy and oracy skills through reading, speaking and listening.
- ICT: use of online resources to create cultural capital across different aspects of the PE curriculum.
- Geography: reading maps as part of outdoor and adventurous activities.
- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues

7. Assessment and recording

7.1 Assessment

Assessment in PE is ongoing. Children will receive feedback and support during the lessons. Assessment in P.E should provide opportunities for pupils to assess their own performance through talk and observation of peers. They should be encouraged to recognise ways of improving skills and make positive comments on their own and others work. When possible, children will be encouraged to be “buddy coaches” where they will help peers.

8. Resources

8.1 Textbooks and other equipment

Each year, the children will follow the schools agreed Physical Education schemes of work (Real PE, Rising Stars and LCP). The medium-term planning documents, kept on the school network, will indicate the activities that children will be involved with during the half-term. Individual members of staff will amend the short-term planning for pupils, based on their knowledge of the children’s ability. Teaching resources are available to all teachers and members of staff to prepare engaging and active PE lessons.

8.2 External speakers, local museums, trips

Competitive opportunities within the borough are utilised throughout the year. The school games organisers for Barking & Dagenham organise competitions in a range of different sports for our pupils to compete against their peers across the borough.

When available, opportunities are sought for pupils to attend sporting events to inspire them to reach that level of physical literacy and build aspirations of a lifelong love of physical movement and sport.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject

- › Ensure the requirements of the National Curriculum are met
- › Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- › Prepare and review subject policy and curriculum plans
- › Promote the study of the subject throughout the school
- › Monitor the teaching and assessment of the subject
- › Attend appropriate CPD
- › Stay informed regarding developments in the study and teaching of the subject
- › Evaluate resources
- › Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- › Assess the impact of the subject curriculum on pupils' learning and development
- › Make presentations to governors on the subject and how it is being taught

Monitoring

The monitoring and evaluation of the P.E. curriculum will be carried out in the following ways:

- By the P.E. co-ordinator meeting with year group leaders/teachers and external coaches to discuss their plans and match them against the P.E. schemes of work.
- Supporting colleagues in the teaching of P.E. by being informed about current developments in the subject.
- By evaluating the strengths and weaknesses of the subject and identifying areas that need further development.
- By carrying out classroom visits with supportive and constructive feedback.
- PE Specialists to offer to 'Team teach' PE lessons with class teachers to develop and support good practice in teaching high quality PE lessons.

9.3 Link governor

The link governor responsible for PE at our school will:

- › Monitor the impact of the subject across the school and on pupils
- › Monitor teacher workload and professional development
- › Ensure subject action plans are suitable
- › Monitor the quality of resources
- › Keep track of pupil and parent engagement with the subject
- › Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- › Teach and assess the subject according to the principles laid out in this policy

- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning
- Monitor the completion of homework
- Ensure that the correct PE kit is provided for their child. This is outlined here:

It is expected that children will wear the school PE kit during lessons.

This includes:

- White school T-shirt/ Polo shirt Black shorts
- Black plimsolls (indoors)/ trainers (outdoors)
- School jumper or fleece (optional due weather conditions).
- Hair band (if child has long hair)
- No jewellery or fancy hair accessories
- The pupils can work with bare feet indoors during gymnastics. Tights must not be worn.

10. Inclusion

Teachers set high expectations for all pupils in PE. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study PE, wherever possible, and ensure that there are no barriers to every pupil achieving.

Provision will be made for children with special educational needs where it affects their performance in P.E. Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils.

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials. Some pupils may need specialist equipment and approaches or to take part in alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Any classroom support provided must extend in to physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. Our Inclusion Managers will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in PE.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Assessment & Feedback policy
- SEND policy

12. Monitoring and review

This policy will be reviewed by staff and governors every 2 years

13. Appendices

Appendix 1: Curriculum Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	PE TEAM Real PE: Lessons 1-3 Co-ordination: Floor movement patterns Real PE: Lessons 4-6 Static Balance: 1 leg standing	PE TEAM Real PE: Lessons 1-3 Dynamic balance to agility Real PE: Lessons 4-6 Static Balance: Seated	PE TEAM Real PE: Lessons 1-3 Dynamic Balance Real PE: Lessons 4-6 Static Balance: Small Base	PE TEAM Real PE: Lessons 1-3 Co-ordination: Ball skills Real PE: Lessons 4-6 Counter Balance in Pairs	PE TEAM Real PE: Lessons 1-3 Coordination with Equipment Real PE: Lessons 4-6 Agility: Reaction Response	PE TEAM Real PE: Lessons 1-3 Agility: Ball chasing Real PE: Lessons 4-6 Static balance: floor work
Year 1	PE TEAM Real PE Year 1: Unit 1: Lessons 1-3 Co-ordination: Floor movement patterns Real PE Year 1 Unit 1: Lessons 4-6 Static Balance: 1 leg standing	PE TEAM Real PE: Lessons 1-3 Dynamic Balance Real PE: Lessons 4-6 Static Balance: Small Base	PE TEAM Real PE: Lessons 1-3 Coordination with Equipment Real PE: Lessons 4-6 Agility: Reaction Response	PE TEAM Multi-sports	PE TEAM Rising Stars: Unit 5: Throwing and catching	PE TEAM Rising Stars: Unit 6: Active Athletics
	CLASS TEACHER Real PE Year 1: Unit 2: Lessons 1-3 Dynamic	CLASS TEACHER Nativity/Christmas Dance – Beautiful outcome	CLASS TEACHER Real PE: Lessons 1-3 Co-ordination: Ball skills	CLASS TEACHER Real PE: Lessons 1-3 Agility: Ball	CLASS TEACHER Rising Stars Unit 1: Multi-Skills	CLASS TEACHER Rising Stars: Unit 2: Mighty Movers

	balance to agility Real PE Year 1 : Unit 2: Lessons 4-6 Static Balance: Seated		Real PE: Lessons 4-6 Counter Balance in Pairs	chasing Real PE: Lessons 4-6 Static balance: floor work		(running)
Year 2	PE TEAM Real PE Year 2 – Unit 1: Lessons 1-3 Co-ordination: Floor movement patterns Real PE Year 2 – Unit 1: Lessons 4-6 Static Balance: 1 leg standing	PE TEAM Real PE: Lessons 1-3 Dynamic Balance Real PE: Lessons 4-6 Static Balance: Small Base	PE TEAM Real PE: Lessons 1-3 Coordination with Equipment Real PE: Lessons 4-6 Agility: Reaction Response	PE TEAM Multi-sports	PE TEAM Rising Stars: Unit 5: Throwing and catching	PE TEAM Rising Stars: Unit 6: Active Athletics
	CLASS TEACHER Real PE - Year 2 - Unit 2: Lessons 1-3 Dynamic balance to agility Real PE - Year 2 - Unit 2: Lessons 4-6 Static Balance: Seated	CLASS TEACHER Real PE: Lessons 1-3 Co-ordination: Ball skills Real PE: Lessons 4-6 Counter Balance in Pairs	CLASS TEACHER Real PE: Lessons 1-3 Agility: Ball chasing Real PE: Lessons 4-6 Static balance: floor work	CLASS TEACHER Rising Stars: Unit 2 Ugly Bug Ball Dance	CLASS TEACHER Rising Stars Unit 1: Multi-Skills	CLASS TEACHER Rising Stars: Unit 2: Mighty Movers (running)
Year 3	PE TEAM Multi-Sports/Football	PE TEAM LCP: Gymnastics Activities 3 (Unit 14)	PE TEAM Netball/Throwing and catching skills	PE TEAM Rising Stars: Unit 3: Skip to the Beat (Dance)	PE TEAM LCP: Athletic Activities 1 (Unit 17) – Sports Day Practice)	PE TEAM LCP: Striking and Fielding games 1 (Unit 12: Cricket)
	CLASS TEACHER Rising Stars: Unit 1: Multi-Skills	CLASS TEACHER Dance from different cultures	CLASS TEACHER Swimming	CLASS TEACHER Swimming	CLASS TEACHER LCP: Net/Wall games 1 (Unit 13: Tennis)	CLASS TEACHER Athletics/OAA
Year 4	PE TEAM LCP: Invasion Games 2 (Unit 11: Football)	PE TEAM Gymnastics: Key Steps body management	PE TEAM Salsa Dance	PE TEAM Archery	PE TEAM Athletics	PE TEAM LCP: Net/Wall games 1 (Unit 13-Tennis)
	CLASS TEACHER Swimming	CLASS TEACHER Swimming	CLASS TEACHER LCP: Gymnastics Activities 4 (Unit 15)	CLASS TEACHER Dance from different cultures	CLASS TEACHER LCP: (Years 5&6) Striking and Fielding games (Unit 25:	CLASS TEACHER Rising Stars: Unit 6 Young Olympians – Sports Day Practice/OAA

					Rounders)	
Year 5	PE TEAM Volleyball	PE TEAM LCP: Gymnastics 5: Unit 27	PE TEAM Haka Dance	PE TEAM Hockey	PE TEAM LCP: Athletics 3 (Unit 29) – Sports Day Practice	PE TEAM Tennis
	CLASS TEACHER LCP: Invasion Games (Unit 24- netball)	CLASS TEACHER Basketball	CLASS TEACHER Gymnastics: Key Steps Body Management (Years 5&6)	CLASS TEACHER Street dance	CLASS TEACHER Health and Fitness (Healthy mind and body)	CLASS TEACHER Cricket/OAA
Year 6	PE TEAM Tag Rugby	PE TEAM Archery	PE TEAM Dance	PE TEAM Gymnastics	PE TEAM Badminton	PE TEAM LCP: Striking and Fielding (Unit 25:Cricket)
	CLASS TEACHER Box UP Health and Fitness	CLASS TEACHER Box UP Health and Fitness	CLASS TEACHER Box UP Health and Fitness	CLASS TEACHER Dance Bhangra - (workshop inspired)	CLASS TEACHER LCP: Athletics (Unit 29)	CLASS TEACHER Basketball/OAA

Appendix 2: Health & Safety/Risk Assessment

Physical Education is by its very nature a challenge to growing children. Pupils will be placed in situations where risk of an accident or injury is ever present. Therefore, it is important for teachers to be aware of the importance of safety and to plan it in their work so as to minimise the risk of accidents to both pupils and teachers. The following list is a general outline of safe practice in P.E. more detailed, subject specific guidelines can be found in the 'Safe Practice in Physical Education and School Sport' document (can be consulted at the PE resources shelf located in PE office at the Gascoigne Road site). Based on this, the following expectations will be adhered to in every physical education lesson:

- All forms of physical activity should be preceded by an appropriate warm-up.
- The pupils must be given tasks which are challenging, but within the scope of their ability.
- Teachers must carry out a risk assessment of all equipment before use and give pupils disciplined strategies for safe handling of the equipment whilst the work is in progress and safe storage when the work is complete.
- Appropriate levels of lighting must exist to facilitate a safe working environment.
- The surface that the pupils are expected to work on should be clean and free of litter or other hazards that could cause an accident. The teacher should pay special attention to the suitability of the surface, after the floor has been polished in the hall and after rain on the playground or on the grass as this may make the area too slippery to be safe.
- All jewellery, watches and religious symbols (when appropriate) should be removed.
- Long hair should be secured as appropriate to the activity at all times.
- Appropriate clothing must be worn by pupils and staff. (see above for more information)

- The teacher must ensure the preservation of body heat after hard physical exercise and use good methods to cool down pupils after such exercise.

The Class Teacher and PE Teacher must be aware of any medical condition which may affect physical ability (e.g. diabetes or asthma) and make the appropriate adjustments in planning and implementation of the lesson to allow pupils who suffer from any conditions to take part actively but safely. Essential medical equipment (such as inhalers or EpiPens) should be available during all lessons and should be placed in a safe, accessible location where the lesson is taking place.

For Health and safety reasons, teachers may physically guide children during lessons in order to develop their skills. E.g. correcting a child's position during a gymnastics lesson. This will be done in an appropriate way under supervision from another adult and with consent from the child.

Staff should have a working knowledge of First Aid and know when and how to summon qualified First Aid assistance.

Risk Assessment

Risk assessments should be carried out on any facilities that are used for sporting activities outside of the school grounds. This is in line with the borough expectations.

Annual safety checks, servicing and essential repairs are carried out on gymnastic equipment and staff should check apparatus when it is being taken out for use in lessons. If a potential hazard is identified it is immediately taken out of use and reported to the P.E. leads.

Appendix 3: PE Kit Policy

PE KIT POLICY

Acceptable PE kit

Pupils must bring a PE kit must be different than the school uniform. Appropriate kit is as follows:

- White plain or school logo t-shirt/ polo shirt.
- Blue navy or black shorts or tracksuit bottoms.
- School jumper (optional)
- Plimsolls or trainers.
- Socks.

No PE Kit

In the case of not having a PE kit, the following actions will occur:

- If a child is unable to participate in a PE lesson, a note (from home, from doctor, etc) must be sent into school addressed to the Class/PE teacher and explaining the reasons for non-participation.

When a child has not brought their PE kit to school, the PE/Class teacher will:

- Fill Classroom PE kit tracker slip to note down lack of kit and identify trends.
- Send a letter home specifying kit expectations and reminding parents when their child's PE lessons are (if 1st time).
- Phone call home to remind parents of kit expectations and their child's PE days (if 2nd time).

In the case on no kit, children will be still encouraged to take part (assessing health and safety conditions) when possible (OUTDOORS: check if footwear and clothes are ok for activity. INDOORS: shoes, socks and jumpers off and join in).

Non-participants

If there is a reason that the child cannot join into the lesson (e.g. medical or health and safety) then they should still have an active role in the lesson through different means. E.g.:

- Write a report about their PE lesson.
- Peer assessment providing feedback (Not performing)
- Lesson assistants (e.g. timekeeping, refereeing, etc.)

Acceptable but not desirable:

- Finish work from other subjects.
- Read a book and write a summary (Sport Books).