



Physical Education Policy

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Physical Education Policy

1. Aims and objectives

1.1 Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

1.2 The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success;
- to encourage physically literate individuals.

2. Teaching and learning style

2.1 We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

2.2 In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

2.3 P.E. within the statutory curriculum is taught by qualified teachers or by staff who hold a minimum Level 5 qualification in PE specialism. Coaches may support the delivery of P.E.; however, they will not be used as a substitute for a qualified teacher.

3. PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum. Our school uses the Lancashire Scheme of Work as the basis for its curriculum planning in PE. We use Creative Steps Scheme of work for dance. We have adapted the plans to meet the needs of the children in our school and classes. As required in Key Stage 1, the children learn dance, games, gymnastics and athletics. In Key Stage 2 the children learn dance, games and gymnastics, plus three other activities: swimming and water safety, athletics and outdoor and adventurous activities.

3.2 The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group. (See Appendix 1)

3.3 Our medium-term plans, which we have adopted from the Lancashire or Creative Steps Scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across

each term. These plans are kept on the P.E. Passport Platform or our BVPS OneDrive.

3.4 Class teachers adapt the plans for each PE lesson. The class teacher keeps these individual plans and has the opportunity to adapt these within the P.E. Passport Platform. The subject leader can review short term plans through the platform and discussions with each class teacher.

3.5 We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

4. The Foundation Stage

4.1 We encourage the physical development of our children in the nursery and reception class as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop their fundamental movement skills and develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

All Nursery, Reception and KS1 have a scheduled fundamental movement skills session of 30 minutes per day. In EYFS these sessions focus on the 5 skills of; running, throwing, catching, jumping and hopping. In Year 1 and 2, these skills will continue to be practised, in addition to; skipping, over-arm/under-arm throw, rolling a ball, bouncing a ball, kicking a ball. These skills are assessed termly and the fundamental movement sessions are planned to target the most immature skills.

Use of the outdoor space is an integral part of the curriculum in early years where children develop physical skills alongside all areas of the curriculum.

5. Contribution of PE to teaching in other curriculum areas

5.1 English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

5.2 Information and communication technology (ICT)

We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

5.3 Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Children learn skills of leadership and the vital skills of how to work as a team.

5.4 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and of each other. Sport is played in all countries in many different forms, it can be a platform to teach the children about the world they live in.

6. Teaching PE to children with special educational needs

6.1 At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

6.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Support Plan (ISP) for children with special educational needs. The ISP may include, as appropriate, specific targets relating to PE.

6.4 We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

6.5 Children who have sensory circuits as part of their ISP, have regular planned sessions in addition to their 2 hours of PE per week.

6.6 For children with additional needs, the statutory two hours of taught PE may be delivered in shorter sessions, where appropriate, in accordance with their Individual Support Plan (ISP) and identified needs.

7. Assessment and recording

7.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. This is done through the P.E. Passport Platform. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work the children complete a Core Task, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. They record the information on the P.E. Passport Platform and use the information to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year and the PE subject leader. The P.E. Platform automatically archives assessment data at the end of each academic year, this is however fully accessible by the subject leader through the website version of the P.E. Passport.

7.2 The P.E. Platform automatically archives assessment data at the end of each academic year, this is however fully accessible by the subject leader through the website version of the P.E. Passport. At the end of each unit of work in P.E., teachers identify a child working 'at greater depth', 'meeting expectations' and 'working towards expectations' within each class. This is used as evidence and to provide exemplification to other teachers.

7.3 Teachers use Lancashire progression documents and Fundamental Movement exemplification materials (including videos) to appropriately plan and make summative assessments.

7.4 Creative steps dance units are assessed against the learning objectives for that unit. This is recorded in a separate document.

8. Resources

8.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store within the main school hall, this is accessible only by teachers. During PE lessons, children are involved in the tidying away of equipment into the appropriate storage box. Seasonal equipment is rotated between the PE store and the storage container. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school playground and the playing field for games and athletics activities and the local swimming pool for swimming lessons.

8.2 Active break/lunchtimes are encouraged. There is a range of suitable equipment kept in year group boxes outside. All children are expected to tidy equipment away at the end of break/lunchtimes. Sports Councillors from KS2 also act as monitors. A designated member of staff oversees lunchtime provision and plans appropriate 'active challenges' to encourage the development of fundamental movement skills. In dry weather the children play on the school field.

8.3 Netball posts and football nets are available for P.E. lessons, extra-curricular clubs, and active playtimes. Netball posts must only be moved by an adult. They must be secured so they do not fall on anyone. Football nets can be moved by the children under adult supervision.

8.4 ****Balance bikes/EYFS equipment**** Reception and nursery children have bikes as part of their outdoor provision. Children are supervised when using the bikes. A separate outdoor risk assessment is completed for each area.

8.5 As part of our outdoor provision, we have a Multi-Use Games Area (MUGA), which is used to provide a variety of sporting and physical activity opportunities during lessons and break times. Children using the MUGA will be supervised by a member of staff at all times. During lunchtime, staff will monitor and manage the number of children using the MUGA to ensure activities are conducted safely and appropriate.

9. Health and safety

9.1 The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE.

9.2 In EYFS children change in the classroom, they follow a routine when changing, helping them to build independence and responsibility for their belongings.

9.3 In Year 5 and 6, boys and girls are provided with separate facilities to change for P.E. lessons.

9.4 The policy of the governing body is that no jewellery is to be worn for any physical activity. If a child has jewellery that cannot be removed, the teacher must provide the child with a safe space to participate in their P.E. sessions, this may be apart from their peers or with modified equipment. No member of staff should tape a child's ears if they are wearing earrings.

9.5 When teaching a PE lesson in the hall, the teacher will make children aware of the potential risks with surrounding equipment. For dance and gymnastic lessons, children will be barefoot. They are to walk to the hall, wearing suitable PE footwear. They are then to remove this footwear and place it against the front hall wall in a single line which is opposite the fire exit. If a fire alarm sounds within a dance/gymnastics lesson, the teacher is to instruct the children to pick up their footwear and follow fire evacuation procedures. Once safely outside the building and in the designated point children can then put their footwear back on.

10. Monitoring and review

10.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader provides SLT with termly subject impact statements in which she evaluates the recent developments within the subject and indicates areas for further improvement.

11. Extra-curricular activities

11.1 The school provides a broad range of well attended PE-related activities including netball, football, rugby, multi skills, benchball, cricket, rounders, dance, tennis and athletics for children at the end of each school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools and participates in area competitions. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children. We aim to offer all children in KS2 an opportunity to represent their school in a sporting activity each academic year.

11.2 Sports Coaches – Any coaches who provide sporting opportunities for the children will be fully qualified. They must provide their award certificates. Sports must also be DBS checked. The class teacher is responsible for the health and safety of the children in their class so must be in the lesson.

12. Schools Sport Premium Funding

12.1 The PE and sport premium is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. We aim to develop, use and improve the sports provision in school by auditing and implementing new strategies and sports in consultation with school staff, pupils and parents. All identified priorities are documented in the annual curriculum and sports premium funding audits. We will closely monitor the impact of the funding on PE and school sport. Evidencing of funding

This policy will be reviewed each academic year and updated as and when necessary.