

DARWEN ST JAMES'



PE Policy

2025/26

Mission Statement

‘Nurturing ambition through a living faith.’

Vision

Our academy delivers a purposeful curriculum through its living Christian faith. We nurture ambition in all our learners in order for them to become positive citizens of tomorrow.

Bible

Let us not love with words or speech alone but with actions and truth. 1 John 3:18

Introduction

All at St James' C of E Primary School are committed to the health and well-being of our pupils. As a staff, we understand that offering a broad and inclusive provision benefits individuals and the school as a whole; our approach to Physical Education focuses significantly on the holistic development of each child. We strive for excellence in performance while recognising that every child's achievements will be different. We pride ourselves on providing an interesting, engaging, and diverse wider physical curriculum, offering children opportunities to develop their physical and mental well-being, foster positive attitudes towards P.E. and school sport, and increase their commitment to leading more active lifestyles. It is our intention that our Physical Education curriculum will support each child in developing their physical, cognitive, and mental well-being.

Our Aim

In our school, our aim is for all learners to fulfil their spiritual, mental, and physical potential. We believe that every child should be able to achieve success in all areas—not just academically. By exposing children to a high-quality physical curriculum, we can help them continuously develop key characteristics that will enable them to succeed in various aspects of their lives, including friendships, family, and careers.

Our Vision

At St James' C of E Primary School, we intend for all our children to develop:

- A passion for movement and physical activity
- The motivation to achieve and strive for further success
- The ability to question and challenge others in a respectful manner
- The skill to work inclusively and effectively with others
- Their decision-making skills and the ability to take calculated risks

Inclusion

In the planning and teaching P.E teachers will have due regard for the following principles:

- All children have access to the P.E curriculum including reception and pre-school.
- Set suitable and age appropriate learning objectives through careful planning of physical activities.
- Respond to the children's diverse learning needs and abilities.

We are committed to running a range of intra school events and competitions to allow all of our children to experience and participate in competitive sport.

Curriculum

We aim to provide a well-balanced curriculum that covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the Physical Education (PE) National Curriculum. In the Reception class and pre-school (EYFS), opportunities are provided for children to be active and to develop their coordination, control, and movement. They will participate in activities that involve handling and using a range of equipment, while also focusing on developing their spatial awareness.

Structured lessons and opportunities for outdoor physical activity amount to at least two hours each week, which includes continuous provision in the EYFS. Pupils in both Key Stage 1 (KS1) and Key Stage 2 (KS2) engage in two hours of high-quality PE each week. In KS1, the curriculum builds on the fundamental movement skills of agility, balance, and coordination taught in the EYFS. Curriculum content includes units such as target games, sending and receiving, striking and fielding, and net and wall games. Throughout KS2, pupils continue to apply and develop a range of skills and begin to apply them to game situations. They cover units that are more sport-specific while still providing opportunities to further develop their fundamental movement skills.

Planning

We are currently working from the 'Get Set 4 PE' scheme of work, adapting the plans to suit the needs and abilities of children in each class. PE is assessed through the Get Set 4 PE website, where the assessment tool clearly outlines objectives for each year group. Teachers should refer to this resource when planning to ensure they are aware of age-related expectations. This tool also supports staff with differentiation by clearly outlining the skills the children have learned so far and what they are progressing towards. There are plenty of opportunities for staff to observe lessons and share best practice to support one another in planning.

Teachers should take into account children with Special Educational Needs and Disabilities (SEND) when planning their lessons. It is vital that all children have access to the PE curriculum whenever possible. Teachers should adapt tasks using the STEP method (Space, Task/Time, Equipment, People) to allow every child to succeed at their own level and pace in each lesson. They should inform the PE lead if any specialist equipment is required to meet the needs of their pupils.

Curriculum Map

The curriculum is organised around the facilities and resources we have available and is designed to prepare children to participate in competitive festivals and events.

Swimming

It is the school policy that all children should be able to:

- Perform safe self-rescue in different water-based situations.
- 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.

Children learn to swim in years 3 and 4 with qualified swimming teachers. Guidelines recommend appropriate swimwear, i.e., a one-piece costume for girls and trunks (not shorts) for boys. As this is a curriculum requirement, spare swimming kits are kept in school to ensure children are able to participate at all opportunities.

Extra-Curricular Opportunities

A wide variety of school sports-based clubs are available to all pupils throughout the year. Many of these clubs tie in with the Blackburn with Darwen sports competitions calendar. We aim to have as many of our children as possible representing St. James at sporting events, competitions, and festivals, including those with SEND. Children also have the opportunity to suggest ideas for sports clubs, and staff do their best to offer these at some point throughout the year. Additionally, children benefit from active playtimes, helping them to achieve their 60 active minutes a day.

Timetabling

PE is timetabled throughout the school to ensure that indoor and outdoor spaces are always available for each lesson.

PE Kit

All children participating in a PE lesson should wear appropriate clothing:

- A pair of running trainers or pumps (no hi-tops or fashion trainers).
- Shorts, leggings, or joggers.
- A plain white T-shirt or one with the school logo on it.
- A jumper/sports top (may be worn whilst outside).

Any child without a PE kit can borrow one from the spare kit in the PE cupboard, but this must be returned at the end of the lesson. Hair must be tied back, and jewellery should be removed where possible or taped otherwise.

School-branded PE kits can be purchased online. Staff must also wear appropriate PE kit when delivering PE lessons.

Assessment

Teachers will continually assess their lessons through ongoing observations. This will form the basis of their assessment for PE. At the end of a unit, staff will input their data using the assessment tool on the Get Set 4 PE website to ensure they are planning and delivering lessons that provide children with the opportunity to meet or exceed age-related expectations. The assessment tool clearly identifies the lesson objectives from each unit, which align with the national curriculum. Teachers should refer to these when assessing their pupils.

Teachers and the PE coordinator should refer to the assessment data throughout the year, highlighting any children who require additional support and those who need further stretching.