

Duke Street Primary School



Physical Education, School Sport and Physical Activity Policy

Date: July 2026

Intent

At Duke Street Primary School, we believe that Physical Education, School Sport and Physical Activity (PESSPA) are an essential part of every child's education and play a vital role in promoting healthy, active lifestyles.

Our aim is to ensure that all pupils leave primary school as physically literate individuals, equipped with the skills, knowledge, understanding and confidence to participate in and enjoy physical activity throughout their lives.

At Duke Street Primary School, we provide every child with opportunities to be active every day through a combination of high-quality PE lessons, active playtimes and lunchtimes, extra-curricular clubs, competitive sport and our daily Active Minutes initiative, including brain breaks and movement activities within the classroom.

We value all aspects of PESSPA and recognise the significant impact that physical activity has on a child's physical health, mental wellbeing and cognitive development. Research shows that regular physical activity improves concentration, focus and readiness to learn, enabling children to achieve their full potential both academically and personally.

Through a broad, balanced and inclusive PE curriculum, we aim to develop confident, resilient and motivated learners who understand the importance of leading healthy, active lifestyles. We strive to inspire all children to enjoy being physically active, work collaboratively, demonstrate good sportsmanship and develop the knowledge and habits needed to maintain lifelong participation in physical activity and sport.

Aims

At Duke Street Primary School, we aim to:

1. **Offer all pupils a broad, balanced and progressive Physical Education curriculum**, providing diverse opportunities across all areas of Physical Education, School Sport and Physical Activity (PESSPA) to enable children to make informed choices about lifelong participation in physical activity and sport.
2. **Provide opportunities for all children to make progress in Physical Education** as they move through the different stages of school life by delivering a broad, balanced and relevant curriculum that challenges and supports children of all abilities.
3. **Develop children's physical competence** through the skilful use of the body, enabling them to remember, repeat and refine actions and perform them with increasing control, coordination and fluency, particularly in Fundamental Movement Skills.
4. **Enable children to understand the benefits of leading a fit and healthy lifestyle** by learning about the effects of exercise on the body and the importance of developing strength, endurance and flexibility. This promotes both physical and mental wellbeing through active and healthy lifestyles and is reinforced through PE lessons and daily Active Minutes.
5. **Teach children to cooperate and collaborate with others** as part of a team, developing an understanding of fairness and equity in sport and embedding lifelong values such as respect, honesty and sportsmanship, while encouraging enjoyment through creativity and imagination.

6. **Develop children's independence in performing skills and applying rules and conventions** across a range of activities and sports, while encouraging them to take responsibility for their own safety and the safety of others.
7. **Improve children's observation and evaluation skills**, enabling them to describe and make judgements about their own and others' performances and use this information to improve.
8. **Develop children's understanding of how to improve in a range of physical activities** and encourage them to evaluate and celebrate their own achievements and successes.
9. **Provide a wide range of extra-curricular activities and sporting opportunities** that build upon and enhance the skills developed within the PE curriculum.
10. **Provide opportunities for all children to swim competently, confidently and proficiently over a distance of at least 25 metres by the end of Year 6**, and to understand how to remain safe in and around water.
11. **Promote physical literacy and inspire children to develop a lifelong love of physical activity**, equipping them with the confidence, motivation, knowledge and understanding to lead healthy, active lives beyond primary school.

Teaching and Learning

At Duke Street Primary School, we are committed to providing high-quality teaching and learning in Physical Education. We use a variety of teaching approaches to develop pupils' knowledge, skills and understanding across a broad range of physical activities.

Teachers use a combination of whole-class teaching, individual, paired and group activities to ensure lessons are engaging, inclusive and appropriately challenging for all pupils.

To adapt, differentiate and extend learning, we use the STEP principle:

- Space – modifying the playing area by increasing or decreasing the size of the space.
- Task – adapting the demands of the activity, changing the rules or varying the number of repetitions required.
- Equipment – modifying the size, type or amount of equipment used.
- People – changing the number of participants or grouping arrangements, for example, working individually, with a partner or in teams.

To ensure that all pupils make progress and experience success, staff provide suitable learning opportunities by matching the challenge of the task to the needs and abilities of each child.

We achieve this through a range of strategies, including:

- Setting common tasks that are open-ended and allow for a variety of outcomes.
- Setting tasks of increasing difficulty where not all pupils are expected to complete every challenge (for example, in gymnastics).
- Grouping pupils appropriately and setting different tasks or challenges according to need.

- Providing a range of equipment and resources to support and challenge pupils at different levels.
- Using TILA (Today's Intended Learning Aim) and WILF (What I'm Looking For) to set clear learning objectives and success criteria, ensuring expectations are clear and achievable for all pupils.

Throughout lessons, teachers highlight and celebrate good examples of performance, using pupils as positive role models to demonstrate skills and techniques. Pupils are encouraged to evaluate both their own work and the performances of others, developing their ability to reflect and improve.

Lessons also provide opportunities for pupils to collaborate, communicate and develop important character traits such as:

- Resilience
- Teamwork
- Respect
- Leadership
- Determination
- Sportsmanship

We encourage pupils to compete both individually and as part of a team while reinforcing the importance of cooperation, fair play and following the rules of the activity.

We are fortunate to have a wide range of high-quality resources and equipment, enabling pupils to access a broad and balanced curriculum that follows our long-term plan and provides opportunities to experience a wide variety of sports and physical activities throughout their time at Duke Street Primary School.

How is PE taught?

Physical Education is a foundation subject within the National Curriculum and is an integral part of school life at Duke Street Primary School.

PE is taught twice a week through two sessions of between 45 minutes and one hour, following the PE Passport Scheme of Work, which is adapted and differentiated to meet the needs of individual pupils and classes.

Time is carefully allocated through the school timetable to ensure that all classes have access to appropriate facilities. Every class has at least one lesson per week in the school hall, with the majority of classes having access to the hall for both PE sessions. In addition, we have a large playground and extensive field that provide excellent outdoor learning environments.

PE lessons are delivered through a combination of:

One lesson per week taught by the class teacher

One lesson per week taught by the PE Subject Leader

Teachers are provided with an annual curriculum map to ensure that all areas of the National Curriculum are covered progressively within each key stage.

Units of work are taught in blocks to ensure consistency and allow children sufficient time to develop and refine their skills. For example, pupils may spend seven weeks studying gymnastics to enable progression and deeper learning. Typically, two units of work are taught each half term.

As a school, we subscribe to PE Passport, which supports curriculum planning, assessment and progression across all year groups. All staff have access to the platform via their iPads and computers and are encouraged to use the resources to support their planning and delivery of PE lessons. Staff are also expected to adapt and personalise activities to meet the needs of their pupils where appropriate.

To ensure high-quality provision, staff receive regular training and support throughout the year. Professional development opportunities are identified through an annual staff audit and may include CPD, team teaching, mentoring and PE Passport training.

Swimming

Swimming is taught across Key Stage 2 through our Pools for Schools programme. Pupils receive intensive swimming lessons during a three-week block, enabling them to develop water confidence, improve swimming technique and work towards meeting the National Curriculum requirements of:

Swimming competently, confidently and proficiently over a distance of at least 25 metres.

Using a range of strokes effectively.

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

Beyond the Curriculum

PE is extended beyond curriculum lessons through a wide range of opportunities, including:

Extra-curricular sports clubs

Intra-school and inter-school competitions

School Games events and festivals

Playground Leaders

Sports enrichment days

Daily Active Minutes and brain breaks

Opportunities to represent the school in a variety of sporting activities

These opportunities help to promote healthy, active lifestyles and encourage all pupils to develop a lifelong enjoyment of physical activity and sport.

What do we learn about in PE?

Through Physical Education, children are taught a wide range of skills and concepts that enable them to become physically literate and develop a lifelong enjoyment of being active. Children are taught to:

Develop and apply Fundamental Movement Skills with increasing control, coordination and confidence.

Develop their moving and thinking skills, including decision-making, problem-solving and tactical awareness through physical activities.

Improve the quality, accuracy and control of their performance.

Recognise and describe how their bodies feel during and after exercise and understand the importance of exercise for a healthy lifestyle.

Develop an enjoyment of physical activity through creativity, imagination and personal achievement.

Understand how to succeed in a range of physical activities and sports.

Evaluate their own performance and that of others, identifying strengths and areas for improvement.

Work cooperatively and collaboratively with others in a variety of individual, paired and team situations.

Develop and apply skills, rules and conventions across a range of activities and sports.

Demonstrate positive values such as respect, resilience, teamwork, honesty, leadership and sportsmanship.

Build confidence, motivation and competence to participate in physical activity both in and out of school.

Understand the importance of leading a healthy, active lifestyle and making informed choices about lifelong participation in physical activity and sport.

Through these experiences, we aim to equip all children with the knowledge, skills and confidence to enjoy and value physical activity throughout their lives.

Foundation Stage (EYFS)

In the Early Years Foundation Stage (EYFS), pupils work towards the Early Years Foundation Stage Profile (EYFSP) and follow the Development Matters guidance to achieve the Early Learning Goals.

Physical Development

Physical activity is vital in children's all-round development and enables them to lead happy, healthy and active lives. At Duke Street Primary School, we recognise that developing physical literacy begins in the early years and provides the foundation for lifelong participation in physical activity.

Children are provided with a range of opportunities to develop both gross motor skills and fine motor skills through carefully planned indoor and outdoor provision, structured PE lessons and child-initiated play.

Gross Motor Skills

Gross motor experiences develop incrementally throughout early childhood, beginning with sensory exploration and progressing through activities that develop children's:

- Strength
- Coordination
- Balance
- Stability
- Spatial awareness
- Agility
- Core strength
- Positional awareness

Through games and physical activities, children are encouraged to run, jump, climb, balance, throw, catch and move confidently in different ways. These skills provide the foundation for healthy bodies, physical competence and positive social and emotional wellbeing.

Fine Motor Skills

Fine motor control and precision support children's hand-eye coordination and contribute to early writing and other areas of learning. Children are given repeated and varied opportunities to explore and develop these skills through:

- Small-world activities
- Construction and puzzles
- Arts and crafts
- Mark-making opportunities
- Using a range of tools and equipment
- Manipulating small objects

Adults provide guidance, feedback and encouragement to help children develop increasing proficiency, control and confidence.

Our EYFS Provision

At Duke Street Primary School, we aim to ensure that all children:

- Develop confidence and enjoyment in physical activity.
- Build strong Fundamental Movement Skills.
- Become increasingly independent and resilient.
- Develop coordination, balance and agility.
- Learn to work cooperatively with others.
- Establish positive attitudes towards physical activity and healthy lifestyles from an early age.

Through high-quality teaching and a stimulating environment, we provide opportunities for all children to develop the physical skills and confidence needed for success in both PE and their wider learning.

Please read the EYFS policy for more information.

Key Stage 1

In Key Stage 1, pupils develop their Fundamental Movement Skills, becoming increasingly competent and confident while accessing a broad range of opportunities to extend their agility, balance and coordination, both individually and with others.

Pupils engage in both competitive (against themselves and others) and co-operative physical activities through a range of increasingly challenging situations. Through high-quality PE lessons, children develop the knowledge, skills and confidence needed to participate successfully in a variety of physical activities and begin to understand the importance of leading healthy, active lifestyles.

Pupils are taught to:

Master basic movements, including running, jumping, throwing and catching, and develop balance, agility and coordination, applying these skills across a range of activities.

Participate in team games, developing simple tactics for attacking and defending.

Perform dances using simple movement patterns and sequences.

Develop confidence and competence in a range of physical activities.

Work cooperatively and respectfully with others, demonstrating fairness and good sportsmanship.

Evaluate their own performances and identify ways to improve.

Build resilience, determination and a positive attitude towards physical activity and sport.

Develop an enjoyment of being active and understand the benefits of regular exercise for their physical and mental wellbeing.

At Duke Street Primary School, we aim to provide all pupils with a broad and balanced PE curriculum that encourages participation, develops physical literacy and inspires children to lead healthy, active lives.

Key Stage 2

In Key Stage 2, pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and link them together to create actions and sequences of movement. They are encouraged to communicate, collaborate and compete with others, developing confidence and competence across a wide range of physical activities.

Pupils develop an understanding of how to improve in different physical activities and sports and learn to evaluate and recognise their own achievements and successes. Through a broad and balanced curriculum, children continue to develop their physical literacy and are encouraged to lead healthy, active lifestyles.

Pupils are taught to:

Use running, jumping, throwing and catching skills 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 through activities such as athletics and gymnastics.

Perform dances using a range of movement patterns and sequences.

Take part in outdoor and adventurous activities, solving challenges both individually and as part of a team.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Develop resilience, leadership, teamwork and sportsmanship through competitive and cooperative activities.

Evaluate their own performances and those of others, identifying strengths and areas for improvement.

Apply skills, tactics and strategies confidently across a range of sports and physical activities.

Understand the importance of regular exercise and the benefits that physical activity has on both physical and mental wellbeing.

At Duke Street Primary School, we aim to provide all pupils with opportunities to succeed, challenge themselves and develop a lifelong enjoyment of physical activity and sport, ensuring they leave primary school as physically literate, confident and motivated individuals.

Provision of PE

PE is rarely cancelled at Duke Street Primary School. We recognise the importance of regular and frequent physical activity in developing children's skills, knowledge and understanding, and therefore every effort is made to ensure that planned PE lessons take place.

In the event that weather conditions make it unsuitable or unsafe to deliver the planned activity, alternative arrangements will be made. These may include:

Rescheduling the activity for another day.

Adapting the lesson to an appropriate indoor space where possible, ensuring that the learning objectives can still be achieved.

Delivering classroom-based activities linked to PE, such as evaluating and improving performance through discussion, video analysis or tactical activities.

If a suitable indoor space is available, lessons will be adapted accordingly so that pupils continue to make progress and achieve the intended learning outcomes.

On no account is PE withdrawn or used as a sanction for behaviour or incomplete work. All pupils are entitled to participate in Physical Education and benefit from the opportunities it provides to support their physical, social, emotional and mental wellbeing.

Swimming and Water Safety

All schools are required to provide swimming instruction in either Key Stage 1 or Key Stage 2 as part of the National Curriculum.

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 Duke Street Primary School, we recognise that many of our pupils have limited access to swimming opportunities outside of school and, therefore, place a high priority on ensuring that all children develop essential swimming and water safety skills.

To support this, we work in partnership with Pools 4 Schools, which provides an on-site swimming pool and enables us to deliver an intensive programme of swimming lessons. Each year, all pupils in Key Stage 2 take part in a three-week block of swimming lessons, with additional opportunities provided for pupils who require further support to achieve the National Curriculum expectations.

We have found this approach to be highly effective, as it:

- Maximises curriculum time by eliminating travel to and from external swimming pools.
- Increases participation and engagement by providing lessons in a familiar environment.
- Enables more pupils to achieve the expected standard of swimming at least 25 metres.
- Provides all pupils with the opportunity to develop water confidence and essential water safety skills.
- Supports our aim of ensuring that all children leave Duke Street Primary School equipped with the skills and knowledge needed to remain safe in and around water.

Swimming assessments are monitored and recorded to track pupils' progress and identify those who may require additional support to meet the National Curriculum requirements before the end of Year 6.

PE Kits

All children are expected to have a PE kit in school and should change into their kit for all PE lessons and sporting activities.

The school PE kit consists of:

White T-shirt

Black shorts

Black jogging bottoms or leggings (during colder months)

Suitable trainers (non-marking soles where possible). Trainers are not required for dance and gymnastics lessons, where pupils will work in bare feet.

For health and safety reasons:

Jewellery must be removed before all PE lessons. If earrings cannot be removed by the child, they should be removed at home on PE days wherever possible.

Long hair must be tied back during PE lessons.

Headscarves should be removed where appropriate and safe to do so. Where this is not possible, suitable sports hijabs may be worn in accordance with health and safety guidance.

The school recognises that, on occasions, families may require additional support. Therefore, spare PE kit is available from the PE Subject Leader if required.

If a pupil regularly attends school without their PE kit, the class teacher will contact parents/carers to remind them of the school's expectations. A standard letter or message template is available from the PE Subject Leader.

The Governing Body expects all staff to set a positive example by wearing appropriate clothing and footwear when teaching PE, enabling them to actively participate in lessons and model the importance of leading a healthy and active lifestyle.

Swimming Kit

For swimming lessons, children are required to wear the following:

A one-piece swimming costume (for girls) or swimming trunks (for boys). Swimming shorts are not permitted as they can restrict movement and pose a safety risk.

A swimming cap must be worn by all pupils.

Prescription goggles may be worn if required and should be clearly named.

An Islamic swimming costume (burkini) may be worn, provided it is specifically designed for swimming and does not consist of loose-fitting everyday clothing, in line with health and safety guidance.

For health and safety reasons:

All jewellery must be removed before swimming lessons.

Long hair should be tied back and secured underneath the swimming cap where possible.

Children should bring a towel and, where appropriate, a named bag for their swimming kit.

If a child is unable to participate in swimming due to a medical reason, parents/carers should inform the school in writing.

The school will make reasonable adjustments to ensure that all pupils can access swimming lessons and participate safely and inclusively wherever possible.

Safe Practice in PE

At Duke Street Primary School, we recognise that participation in Physical Education, School Sport and Physical Activity (PESSPA) involves an element of risk. Staff are responsible for ensuring that they are familiar with safe practice and take all reasonable steps to minimise risk and provide a safe learning environment for all pupils.

To ensure the safety of pupils and staff:

Staff are aware of pupils with medical conditions or additional needs that may affect participation in physical activity and make appropriate adjustments where necessary (e.g. asthma, physical disabilities or medical conditions).

Staff are familiar with the safe use, movement and storage of apparatus and equipment.

Children must be dressed appropriately for PE, including suitable footwear.

Children should never participate in PE wearing only socks due to the risk of slipping. For activities such as gymnastics and dance, pupils may work in bare feet where appropriate.

Jewellery must not be worn during PE lessons.

Safe use of equipment and facilities is explicitly taught and reinforced through clear instructions and consistent expectations from staff.

Children are taught how to lift and carry apparatus safely. They should:

Bend their knees, not their backs.

Look in the direction of travel.

Work in groups of an appropriate size when moving equipment.

The correct use of equipment and any potential hazards are explained before activities begin.

All equipment and apparatus are checked regularly and stored safely at the end of each lesson.

Pupils are taught to consider both their own safety and the safety of others at all times.

School shoes are not permitted during PE lessons.

Staff should wear appropriate PE clothing and footwear when teaching PE for their own safety and comfort and to model positive expectations to pupils.

All children representing the school in football fixtures must wear shin pads.

Mouthguards are required for hockey and are strongly recommended for all hockey activities.

Health and Safety Guidance

All staff are aware of the guidance contained within AfPE (Association for Physical Education) Safe Practice in Physical Education, School Sport and Physical Activity and know how to access this documentation. The PE Subject Leader will share any relevant updates, guidance and training with staff as required.

The school is committed to ensuring that all PE lessons and sporting activities are delivered in a safe, inclusive and enjoyable environment, enabling all pupils to participate with confidence and achieve their full potential

Changing Provision

This principle is about ensuring dignity, decency and privacy, where needed, be it for reasons of physical development or other individual needs. As our school lacks purpose-built changing rooms, when changing for PESSPA, KS1 and lower KS2 students will change together in their classrooms, whereas upper KS2 students will change in separate areas. Staff are present during changing times to ensure pupils are safe at all times.

Equipment and Resources

The majority of PESSPA equipment is stored in the PE cupboard in the hall.

The suitability of equipment is regularly reviewed to ensure it is appropriate to the range of ages, abilities and needs of the pupils in order to enhance learning.

Pupils are encouraged to:

- look after resources
- use different resources to promote learning
- return all resources tidily and to the correct place (with staff supervising)
- learn any safety procedures relating to the carrying or handling of resources.

All other resources are located the staffroom or with the PESSPA subject leader.

Any damage, breakage or loss of resources should be reported to the PESSPA subject leader as soon as possible.

Any piece of apparatus where damage is observed that could cause injury must be isolated from use and reported. No groups or individuals should be able to access the resource until such time as it is made safe.

The PE and Sports Premium Funding

Sports Premium money is allocated to make additional and sustainable improvements to the quality of Physical Education. It is used to:

- Develop the teaching of P.E through the use of specialist PE teacher/sports coaches from outside agencies to support teachers delivering sessions.
- Provide opportunities to increase the amount of good quality active play.
- Provide a range of opportunities to promote physical activity during the school day in line with the Chief Medical Officers recommendations.
- Raise attainment in swimming to meet required standards before the end of Key Stage 2, beyond the normal curriculum provision.
- Provide a range of opportunities to experience different types of physical activity and school sport.

Funding information and impact of funding can be found on the PE and Sports Premium document, which is updated annually and is available on the school's website.

Training and support for staff

We ensure that all staff have access to high quality professional development in PE and physical activity to keep them updated on key related issues and ensure they are confident to teach the full breadth of the curriculum. This will be done through support from the PE subject leader, sports partnership and other appropriate providers, for example the Lancashire PE advisor. Staff complete a staff audit at the end of each year to allow the PE subject leader to assess the support given to each staff member, the effectiveness of the support and future support required. This ensures that the support given is relevant to staff.

Special Educational Needs

We comply with the Equality Act 2010 and are proactive in ensuring that all pupils, including those with special needs or disabilities are provided with a comprehensive programme of PESSPA. Differentiation in Physical Education is achieved through differentiated learning situations. Units of work and flexible lesson planning cater for pupils at Duke Street, who are at different stages of development. Staff concentrate on a variety of teaching styles to develop learning experiences. We also have a wide range of equipment and resources are used to provide opportunities for the pupils to progress at their own level. At Duke Street Primary School, we recognise the responsibility to provide a broad and balanced curriculum for all pupils. In PE the National Curriculum is the starting

point for planning a curriculum that meets the specific needs of individuals and groups of pupils. When planning teachers will modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- Sets suitable learning challenges.
- Responds to pupils' diverse learning needs.
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils.

Adapted equipment of differing weights, sizes and shapes are used as appropriate to pupil's levels of skill, experience and confidence.

For more information, please read the SEND / Equal Opportunities policies.

Daily Physical Activity

In addition to formal PE lessons, we believe that all physical activity contributes positively to children's physical, social and emotional wellbeing. We aim to ensure that all children enjoy being active, understand why physical activity is important for their health and wellbeing, and learn how to participate safely in a variety of activities.

At Duke Street Primary School, we recognise the importance of pupils achieving the recommended 30 minutes of moderate to vigorous physical activity each day in school, as outlined by the Chief Medical Officer (CMO). We are committed to providing opportunities for all children to meet this recommendation.

To achieve this, we promote daily physical activity through:

Daily Active Minutes and classroom movement breaks.

Brain breaks and active learning opportunities across the curriculum.

Active playtimes and lunchtimes, led by trained Playground Leaders.

A wide range of extra-curricular clubs and sporting activities.

Opportunities to participate in competitions, festivals and enrichment events.

Encouraging active lifestyles and positive attitudes towards physical activity.

Daily Active Minutes are recorded and monitored by each class and are celebrated weekly through assemblies and class recognition. At the end of each half term, the class that has accumulated the most Active Minutes is awarded the Active Minutes Trophy in recognition of their commitment to leading an active and healthy lifestyle.

Through these opportunities, we aim to develop physically active, healthy and confident children who understand the importance of regular exercise and are equipped with the knowledge and motivation to remain active throughout their lives.

Active Lunchtimes

At Duke Street Primary School, we recognise that lunchtimes provide an important opportunity for pupils to be physically active and develop positive social interactions.

Our lunchtimes are supported by a team of trained Play Leaders and Young Sports Leaders, who organise and lead a range of purposeful, inclusive and health-enhancing activities for pupils across the school.

These activities aim to:

Increase levels of physical activity and engagement during lunchtimes.

Encourage pupils to develop positive relationships and social skills.

Promote teamwork, cooperation and leadership.

Improve behaviour and attitudes towards learning.

Encourage healthy lifestyles and positive wellbeing.

Ensure that all pupils have opportunities to participate in active and enjoyable play.

A variety of structured games and activities are provided throughout the week, encouraging children of all abilities to become more active, develop confidence and learn new skills in a safe and supportive environment.

Through our Active Lunchtime provision, we aim to foster a positive playground culture where pupils are encouraged to lead healthy, active lifestyles and enjoy the many benefits that physical activity brings to both their physical and mental wellbeing.

Extra-Curricular Clubs

At Duke Street Primary School, we are committed to providing a wide range of extra-curricular sporting opportunities that promote participation, enjoyment and lifelong engagement in physical activity.

Extra-curricular clubs are coordinated by the PE Subject Leader and are delivered by school staff and, where appropriate, by qualified external coaches and providers. We offer a broad and varied programme of after-school clubs and activities across all year groups, enabling pupils to develop new skills, build confidence and experience a range of sports and physical activities.

We believe that it is important for every child to have the opportunity to participate in an extra-curricular activity and actively encourage all pupils to attend at least one club during the academic year.

The clubs offered are regularly reviewed and are informed by:

Pupil voice and questionnaires

School Council feedback

Participation data and pupil interests

National and local sporting initiatives

We strive to ensure that our extra-curricular provision is inclusive and accessible to all pupils, regardless of ability, gender or background.

In addition, we actively promote local sports clubs and community links where appropriate and signpost pupils with particular interests or talents to suitable opportunities outside of school. By working closely with local clubs and organisations, we aim to provide pathways that encourage children to continue participating in sport and physical activity beyond the school environment.

Through our extra-curricular programme, we seek to inspire children to enjoy being active, develop their physical literacy and foster a lifelong love of sport and healthy living.

Competition

At Duke Street Primary School, we understand and value the importance of competition. We provide our pupils with the opportunities to participate in a variety of competitions throughout the year against other primary schools in a variety of sports, friendly matches against other teams and performing exceptional work, such as dance displays. We also include competition within our PE lessons where appropriate and complete intraschool competitions, such as our annual sports day. Selection for school teams is based on attendance, attitude and commitment as much as sporting ability.

Contribution of PE to teaching in other curriculum areas

English

PE contributes to the teaching of English in our school by encouraging pupils to describe what they have done, and to discuss how they might improve their performance. Pupils are also encouraged to communicate clearly with each other when giving instructions, working as a team and providing feedback. There is a range of rich vocabulary within PE and pupils are exposed to new words and encouraged to use them in the appropriate context.

Mathematics

There are many opportunities for pupils to apply their mathematical learning in PE lessons. Examples include providing opportunities for pupils to measure and record what they do accurately,

getting into groups of a certain size, timing and keeping score. The OAA unit also offers opportunities to use directional language, angles, co-ordinates.

Science

PE offers many opportunities to support learning in science through understanding how the body works, names of muscles, the heart and lungs, circulation and breathing. The health and fitness unit offers opportunities to apply knowledge about keeping our bodies fit and healthy and why this is important.

Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of PSHE and citizenship through learning about the benefits of exercise and healthy eating. Pupils learn how to keep our body and mind fit and healthy, why this is important and how to make informed choices regarding their physical and mental health. Pupils gain experience in working as part of a team or being a team leader. Pupils need to communicate with each other effectively, play to the rules of the game and demonstrate respect when working with other pupils. Through this PE can also play an important part in promoting a child's self-esteem.

PE and ICT

Information and communication technology enhances the teaching of PE, where it is used appropriately. During dance we use music to provide a stimulus for movement. In dance and gymnastics, pupils could make video recordings of their performance and use them to develop their movements and actions. Pupils may compare each other's performances from recordings and use these to improve the quality of their own work.

Impact

At Duke Street Primary School, we aspire for all children to participate in a wide range of Physical Education, School Sport and Physical Activity (PESSPA) opportunities through high-quality experiences that are engaging, enjoyable and inclusive.

Through our PE curriculum and wider sporting opportunities, children develop the knowledge, skills and confidence to lead healthy, active lifestyles. They increasingly take responsibility for their own health, fitness and wellbeing and are encouraged to participate in the wide range of activities available to them both in and out of school.

Our pupils develop as physically literate individuals, demonstrating improved competence, confidence, resilience, teamwork and sportsmanship. They understand the importance of regular physical activity and appreciate the positive impact it has on both their physical and mental wellbeing.

Many of our children also experience the enjoyment and success of competitive sport, representing the school in a variety of competitions and festivals and developing valuable life skills such as determination, leadership and respect.

By the time pupils leave Duke Street Primary School, we aim for them to:

Have a positive attitude towards physical activity and sport.

Be physically confident and competent across a range of activities.

Understand the importance of maintaining a healthy and active lifestyle.

Demonstrate the values of teamwork, resilience, fairness and respect.

Have the skills, knowledge and motivation to continue participating in physical activity throughout their lives.

We equip our children with the necessary skills, knowledge and enthusiasm for PESSPA, enabling them to leave Duke Street Primary School as confident, active and healthy individuals who are prepared to enjoy lifelong participation in physical activity and sport.

Monitoring and Evaluation

The PE Subject Leader, alongside the member of the Senior Leadership Team (SLT) with responsibility for PE, is responsible for monitoring and evaluating the quality of Physical Education, School Sport and Physical Activity (PESSPA) provision across the school.

PESSPA is monitored and evaluated through a range of strategies, including:

Lesson observations and learning walks to monitor the quality of teaching and learning.

Monitoring of lesson evaluations and planning through PE Passport.

Regular audits and monitoring of equipment to ensure resources are safe, appropriate and sufficient.

Review of curriculum maps and long-term plans to ensure progression and coverage of the National Curriculum.

Analysis of assessment data, including PE Passport assessments and Fundamental Movement Skills (FMS) assessment data.

Staff feedback and annual staff audits to identify strengths and areas for development and to inform future CPD opportunities.

Monitoring pupil participation records, including the participation of different groups of pupils, to ensure equality of opportunity and inclusion.

Pupil voice activities and School Council feedback regarding PE lessons, extra-curricular activities and physical activity across the school.

Monitoring attendance at extra-curricular clubs and participation in sporting opportunities.

Reviewing participation and performance in competitions, festivals and School Games events.

Monitoring Active Minutes data and levels of engagement in daily physical activity.

The information gathered through monitoring and evaluation is used to:

Identify strengths and areas for development.

Inform future planning and provision.

Support staff development and training needs.

Ensure that all pupils receive high-quality PE and sporting opportunities.

Measure the impact of PE and Sport Premium funding.

Continually improve the quality of Physical Education, School Sport and Physical Activity across the school.

Through regular monitoring and evaluation, we strive to ensure that all pupils receive a broad, balanced and high-quality PE curriculum that inspires them to lead healthy, active lifestyles and achieve their full potential.

Assessment

Teachers assess pupils' work in PE through ongoing observations during lessons. Assessment is used to identify pupils' strengths, inform future planning and ensure that all children make progress in their physical development and understanding of physical activity.

Older pupils are encouraged to evaluate their own performance and that of others, identifying strengths and suggesting ways in which improvements can be made. This helps to develop reflective learners who can take increasing responsibility for their own progress.

Progress is monitored against the learning objectives and success criteria for each lesson, and future lessons are adapted to meet the needs of individual pupils and classes.

At the end of each unit of work, teachers use the PE Passport assessment tool to record pupils' achievements. Assessments focus on three key areas:

Physical skills and performance

Application and understanding of skills

Character development, including teamwork, resilience, respect and leadership.

Photographs and video evidence are also uploaded to PE Passport to provide additional evidence of learning and demonstrate pupils' progress over time. Individual learning outcomes may also be assessed during a unit where appropriate.

Fundamental Movement Skills (FMS) are assessed at the beginning of each academic year across all year groups. These assessments help to identify strengths and areas for development and inform curriculum planning and targeted interventions where necessary.

Through PE Passport, the PE Subject Leader can monitor and analyse whole-school achievement and identify trends, strengths and areas for development. Assessment data can be filtered by different groups of pupils, including:

Class groups

Pupil Premium (PP)

Special Educational Needs and Disabilities (SEND)

English as an Additional Language (EAL)

Gender and other identified groups where appropriate.

Assessment information is used to:

Monitor progress and attainment across the school.

Inform future planning and teaching.

Identify pupils who may require additional support or challenge.

Evaluate the effectiveness of the PE curriculum.

Ensure equality of opportunity and inclusion for all pupils.

Inform the school's PE and Sport Premium priorities and action planning.

Through effective assessment practices, we aim to ensure that all pupils make good progress and develop the skills, knowledge and confidence needed to become physically literate and lead healthy, active lifestyles.

Review date: July 2028