

**GORING CHURCH OF ENGLAND (AIDED) PRIMARY
SCHOOL**



Goring C E Primary School
Faith, Love and Learning

**Policy for
Physical Education
2026**

Review date: 2028

GORING CHURCH OF ENGLAND (AIDED) PRIMARY SCHOOL

Mission – what is our reason for being?

- **To educate**
- **To nurture**
- **To serve the community**
- **To develop children's faith and spirituality**
- **To be inclusive**
- **To improve life outcomes**
- **To develop children's life and learning skills**
- **To develop morals and principles**

Our Values

- ✓ **Respect**
- ✓ **Aspiration**
- ✓ **Fun**
- ✓ **Faith**
- ✓ **Love**
- ✓ **Equality**
- ✓ **Self-worth**

Our School Vision for 2025

To be a Church of England Primary School that: -

- **Nurtures each individual as a whole person to enable them to achieve their God given potential and to make outstanding progress.**
- **Provides an exciting, broad and ambitious curriculum that equips learners for the future.**
- **As a community, demonstrate love and respect for all of God's creation.**

Physical Education Policy

Rationale

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore, both teachers and children should be aware of its importance. We provide a broad and balanced programme of physical education that we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education. A high quality programme is designed to satisfy the needs, abilities and interests of all individual children.

At Goring-by-Sea Primary each class will receive a minimum of 2 hours of physical activity per week. These sessions are timetabled to allow each class to have 1 hour focused on indoor activities and a second outdoors dedicated to sport. The sessions will contain the elements outlined as statutory within the National Curriculum.

Purpose of Study

The Order for Physical Education in the National Curriculum provides a basis for us to deliver a high quality broad and balanced physical education programme which helps children to succeed and excel in competitive sport and other physically demanding activities. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Intent Statement

At Goring C of E Primary, we will create a culture which will inspire an active generation, who enjoy PE and encourage each other to achieve their best. We will:

- develop competence and confidence in a broad range of physical activities**
- ensure children are physically active for sustained periods of time**
- engage in competitive sports and activities**
- lead healthy, active lives**
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We provide a safe and supportive environment for children to succeed in a range of physical activities and use our PE lessons to support physical,

emotional, spiritual, social and moral development. Children are taught to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators.

Our aspiration is that every child adopts a positive mind-set and believes that anything can be achieved with determination and resilience. We offer an ambitious, varied and stimulating program of activity allowing all children to progress physically through an inclusive curriculum. Every child is given the opportunity to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events run by local clubs and the Worthing Schools' Sport Association.

In the Summer term, children in Year 5 attend swimming lessons at the local swimming pool where they are taught to swim competently, confidently and proficiently over a distance of 25m using a range of strokes.

“Don’t put a limit on anything. The more you dream, the further you get.”
Michael Phelps

Implementation Statement:

At Goring CE Primary, all children participate in two sessions of PE each week, involving enjoyable, challenging and progressive learning through the delivery of a range of sporting and physical activities. These include: invasion games, bat and ball games, striking and fielding, body conditioning, fitness and health, gymnastics, dance, athletics, swimming and OAA (Outdoor and Adventure Activities).

Positive mental health, as well as physical health and well-being, is a focus throughout all PE sessions at Goring, and is embedded in lessons from Reception to Year 6.

We teach the PE Primary National Curriculum, which is mapped into our Long Term Overview, and more specifically in our ‘Progression of Skills’. We follow comprehensive planning from our GetSet4PE scheme, and each half term, children focus on two different areas of sport or physical activity; this usually comprises of one indoor session in the school hall, and one outdoor session on the field or playground.

As well as bi-weekly lessons from their class teacher, all children are taught by an externally provided professional PE coach for up to two half terms across the academic year. This access to high-quality PE provision greatly benefits the children, but is primarily for staff CPD and training, as it allows teachers to learn from exposure to high-quality modelling, and working alongside a professional PE coach, allowing them to become more competent teachers of PE themselves.

All children participate in physical activity, sports and OAA during residential trips away, facilitated by external providers. Children in Year 5 have weekly swimming lessons at a local swimming pool through the Summer Term, with the aim to swim 25 metres. Additionally, all children participate in 15 minutes

of extra physical activity regularly, when they run/walk/jog the 'Daily Mile' track with their teacher.

Competitive and respectful attitudes towards sport are continuously facilitated at Goring through PE lessons, and also through regular intra-school and external competitions. Children have the opportunity to compete in school-based competitions, extra-curricular activities, house team sports days, and external events. During these sessions, our focus is on developing children's competitiveness and striving to do their best, while simultaneously demonstrating fair play, respect, teamwork and encouragement of others.

It is through the combination of these progressive lessons, activities and inclusive opportunities, that children at Goring become well-rounded, competitive and respectful sportsmen and sportswomen.

The School Staffing

There are two classes in each year group.

Every member of staff takes their own class for P.E.

The two members of staff responsible for leadership and management of Physical Education are Mr T Wilkins and Mr R Ireland

Guidelines

Goring Primary School will:

- Follow a broad and balanced PE curriculum fulfilling the demands of the National Curriculum.
- Maintain an up-to-date and accurate Physical Education Policy.
- Publish a Sports Premium Budget, which is accessible for all, on the school's website.
- Aim to ensure every child moving on to secondary school can swim 25m and has basic water skills.
- Provide as many children as possible with the opportunity to represent Goring in competitive sports fixtures.
- Aim to develop the fitness of individuals, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate, where possible; into other curriculum areas (e.g. use of athletics data in Computing and number work in both Mathematics and PE lessons).
- Develop programmes that meet the needs of all the children, providing equal opportunities – inclusion of SEN and physical disabilities.
- Involve the outside community where possible - e.g. Sports Day - parents, Clubs – Change 4 Life, Inter-school matches – part of Worthing Schools Sport Association.

- Ensure children wear the expected P.E. kit for all lessons. (See below). Also, ensure teachers wear the appropriate clothing to teach PE lessons.
- Make allowances for children with disabilities and medical conditions, taking into account children with special needs, through modified and mini versions of games and practices.
- Provide enjoyable experiences, where positive attitudes of sensitivity, cooperation, competition and tolerance may develop.
- Report to the governing body of the school, detailing the aims, progress and areas for development for the subject.

PE Curriculum

Curriculum Framework

Teachers follow our progressive scheme of learning, and teach 2 units each half term. When children leave at the end of in Year 6, they will have covered a wide variety of sports and physical activities, which have built upon learnt knowledge and skills from EYFS and KS1.

Time Allocation

The School Sport and Activity Action Plan set out government's commitment to ensuring that children and young people have access to at least 60 minutes of sport and physical activity per day, with a recommendation of 30 minutes of this delivered during the school day (in line with the Chief Medical Officers guidelines). At Goring, we offer 2 hours of PE lessons per week in curriculum time, and an additional active 20 minutes per day, where our Daily Mile track and other 'Get Active' resources are used. In addition, we offer an extensive range of extra-curricular activities on the school site through a mixture of school and community clubs.

Units of Work

The class teacher should identify from the curriculum map the 6-week unit of work their class will be following. Each teacher must refer to the individual lesson plans provided for each unit as a baseline and adjust as necessary for their individual class' needs. Swimming lessons are planned and taught for children in Year 5, where our aim is to ensure all children can swim 25 metres confidently. Children should be allocated time during PE lessons to evaluate themselves or their performances against expected outcomes. In line with the national curriculum objectives, the school have invested in comprehensive PE scheme of learning for each year group, which also ensures the correct terminology is being used and to promote progression in these units of work.

Basic Lesson Plan

1. Warm up - 5-minute gentle exercise through games or stretching.
2. Introduction (or Revision) - individual or pair work.
3. Development – a variety of different challenging tasks, differentiated for a child's ability.

4. Conclusion - transfer of skill/s learnt to final activity e.g. playing small sided games or performing a sequence in Gymnastics.

Further Points to Consider

- Insist on correct and safe PE kit - see section in Health and Safety.
- Teach boys and girls together - in general insist on mixed groups and sometimes mixed pairs, depending on the activity.
- Select a mixture of competitive and non-competitive activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games (e.g. 11-a-side football) where the weaker players will have little contact with the ball.
- Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In Dance and Gymnastics, this will encourage less confident children to be more involved in a group activity.
- Encourage honest competition and the idea of doing one's best
- Differentiate equipment for the age and ability of the pupils
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - e.g. when to use a bounce pass in netball rather than an overhead pass.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.

How PE teaching is monitored

PE is monitored regularly and a detailed action plan outlines the areas for development for the subject. The Subject Leader will review planning and resources. The P.E. Subject Leader will seek the support of a CPD specialist coach when necessary to evaluate particular areas of the curriculum.

Health and Safety

PE KIT

Early Years, KS1 and KS2

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children:

Games and Athletics: Shorts and house PE t-shirt for indoors lessons in the halls (track-suit bottoms and sweatshirts should only be necessary in the playground on cold days).

Properly fitting trainers or plimsolls

Dance and Gymnastics: As for Games but bare feet.

Outdoor Activities: Generally, as Games, but otherwise clothing appropriate to the activity.

General Points

- Teachers should wear school PE kit.

- Jewellery (except stud earrings) must be removed. Teachers will not take responsibility for looking after jewellery.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).
- Year 5 children who are not able to swim through injury should still attend lessons and sit pool-side to listen to all key teaching advice and to ensure an understanding of the sequence of sessions
- In all other PE lessons, children not participating should remain with their class: helping in the lesson, assessing others against the learning intention and commenting on those who have excelled and ways to support those who are struggling.

Children Without Kit

At the beginning of each academic year parents will be informed of the PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head teacher or PE Co-ordinator. A child who has forgotten their kit should first be reminded by the teacher. If it is an ongoing problem, teachers to send home the 'Missing PE Kit Letter' and a formal conversation with the parents would be appropriate.

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and observe if necessary. For small cuts or grazes, the teaching assistant should accompany the children to apply first aid.

For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant or two responsible children to inform the school office or another member of staff. After the incident, the teacher must complete an accident report form.

Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

OTHER ISSUES

All playgrounds and halls (including apparatus) will be safety checked annually by a specialist.

Safety - Equipment and Resources

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE coordinator and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught the how to carry Gymnastics apparatus safely and agreed steps for safety must be referred to each lesson relevant equipment is being used.

Ordering Equipment

Any new equipment required can be ordered through the PE coordinator. The PE and Sport Premium have allowed the school to already invest in new equipment to be used in PE lessons but equipment purchases can be made to enable a high-standard of provision as the school transitions into an established Primary.

Inclusion

- Inclusion in Physical Education means that all children have access and are given confidence, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:
- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support EAL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend gifted and talented pupils and, if necessary, referring them to the subject leader so they may then be further extended by additional coaching or participation in extra-curricular events.

Recording, Progression of Skills & Assessment

Goring Primary's PE Curriculum Overview will serve as a record of each area taught in each half. Teachers should refer to the PE Progression of Skills document to ensure skills will not be taught in isolation and there is a clear end objective. Teachers should also look at the skills taught in the year above and below their own to help consolidate what has been taught and prepare children for future lessons. Teachers should complete the assessment grids for all children, specifically identified groups, at the end of each unit taught, so record who has met, or not met, the assessment expectations for that unit.

EXTRA-CURRICULAR SPORT

Goring Primary is fully committed to providing extra-curricular sporting opportunities. These include:

- Clubs (before and after-school) available to a variety of age groups and in a range of activities.
- Competition against other primary schools in a wide range of sports through local school arrangements.

- Friendly matches against other schools/groups.
- Exhibiting work. For example, a dance performance in assembly or attendance at a gymnastics festival.

LINKS WITH OTHER AGENCIES

These include:

- Participation in local sports leagues (primarily the WSSA) with other primary schools.
- Liaison with the local School Sport Co-ordinator.
- Liaison the Healthy School practitioners.

STAFF TRAINING

- The PE co-ordinator will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside the PE co-ordinator.
- All teachers to receive a minimum of 6 CPD sessions for professional development annually
- Staff Meeting time focused on embedding intra-school competitions, the expectations of PE, and standards of Physical Education expected.

DISSEMINATION and REVIEW

All staff and governors are able to request a copy of this policy. A copy will also be available on the school website. The policy and provision will be available on the school's website for parents, LEA, OFSTED and others working for the school.

This policy document is intended to be a comprehensive guide to the school Physical Education Programme and periodic revisions of topics and units of work will be conducted at regular periods to ensure its continued validity.

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