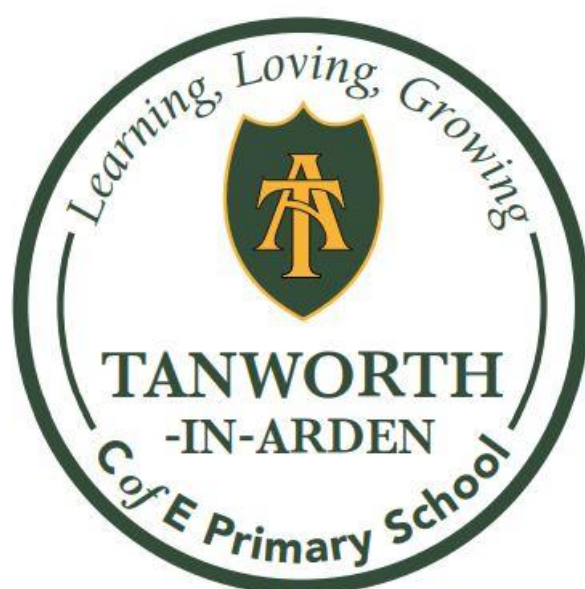


Tanworth-in-Arden Church of England Primary School and Nursery



*In God's family, learning, loving,
growing to be our very best.*

POLICY: PE POLICY

1. Our Christian Vision

At Tanworth-in-Arden Church of England Primary School and Nursery, our Christian vision, “In God’s family, learning, loving, growing to be our very best,” is at the heart of our curriculum.

Physical Education provides rich opportunities for children to live out this vision. Through physical activity, sport and competition, pupils learn to persevere, work collaboratively, encourage others, demonstrate respect and respond positively to challenge. PE enables children to recognise their own strengths, celebrate the achievements of others and understand that success can take many forms. Through participation, teamwork and personal challenge, we want children to grow in confidence, resilience and self-belief.

We want every child, whatever their starting point or individual need, to experience success. Our aim is that pupils learn to value physical activity as an important part of a healthy and fulfilling life and have opportunities to learn, love, grow and flourish through PE, sport and physical activity.

2. Intent

At Tanworth-in-Arden, we believe that high-quality Physical Education is an essential part of a broad and balanced curriculum. Our PE curriculum develops pupils’ physical competence, confidence and enjoyment while building the knowledge and skills required to participate successfully in a broad range of physical activities.

In line with the National Curriculum, pupils develop competence across a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and learn to lead healthy, active lives.

At Tanworth, we want pupils to develop not only physical competence but also positive attitudes towards participation. Children learn to cooperate and compete appropriately, respect others, take responsibility, challenge themselves and recognise their own improvement. Our curriculum is ambitious for all pupils and barriers to participation are identified and addressed.

3. Aims

Through PE, physical activity and school sport, we aim to enable pupils to:

- develop competence across a broad range of physical activities;
- develop fundamental movement skills and physical literacy;
- improve agility, balance, coordination, flexibility, strength and control;
- become increasingly physically confident and active for sustained periods;
- apply skills in different activities and sports;
- communicate and collaborate successfully with others;
- experience appropriate competition against themselves and others;

- demonstrate fairness, respect and good sporting behaviour;
- develop resilience and respond positively to challenge;
- evaluate their own performance and identify ways to improve;
- understand the importance of physical activity as part of a healthy lifestyle;
- develop positive attitudes towards lifelong participation in physical activity and sport.

4. Curriculum Organisation

The PE curriculum is planned progressively from EYFS through to Year 6. The school uses The PE Hub alongside National Curriculum requirements to support teaching, planning and progression.

Provision incorporates a broad range of physical activities appropriate to pupils' age and stage of development, including:

- fundamental movement skills;
- games;
- gymnastics;
- dance;
- athletics;
- striking and fielding;
- net/wall activities;
- invasion games;
- outdoor and adventurous activities (OAA);
- swimming and water safety.

The curriculum is structured so that knowledge and skills are revisited and developed with increasing complexity. Children apply previous learning, make connections between activities and become increasingly independent in evaluating and improving their performance. PE teaching includes opportunities to perform, practise, apply and evaluate.

5. Early Years Foundation Stage

Physical development is an important part of learning within Nursery and Reception. Children are provided with frequent opportunities to develop movement, coordination, strength, balance and spatial awareness through planned activities and purposeful play.

Opportunities include:

- running, jumping, balancing and climbing;
- throwing, catching and manipulating objects;
- developing coordination and body control;
- moving in different ways;
- responding to music and rhythm;
- cooperating with others and following simple rules;
- developing confidence when encountering physical challenges;
- using indoor and outdoor environments to develop physical competence.

Forest School experiences complement physical learning within the Early Years. These experiences establish secure foundations for the National Curriculum in Key Stage 1.

6. Key Stage 1

In Key Stage 1, there is a strong emphasis on developing fundamental movement skills. Pupils become increasingly confident and competent and extend their agility, balance and coordination.

Pupils are taught to:

- master basic movements including running, jumping, throwing and catching;
- develop balance, agility and coordination;
- apply movement skills in a range of activities;
- participate in team games and develop simple tactics for attacking and defending;
- perform dances using simple movement patterns;
- participate in cooperative and competitive physical activities.

7. Key Stage 2

At Key Stage 2, pupils continue to apply and develop a broader range of physical skills. They learn to:

- use running, jumping, throwing and catching both independently and in combination;
- participate in competitive games and apply appropriate attacking and defending principles;
- develop flexibility, strength, technique, control and balance;
- perform dances using a range of movement patterns;
- take part in outdoor and adventurous activity challenges individually and collaboratively;
- communicate, collaborate and compete with others;
- develop an understanding of how to improve;
- compare performances with previous ones and demonstrate improvement.

8. Swimming and Water Safety

Swimming and water safety form a statutory element of the PE curriculum. By the end of primary school, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres;
- use a range of strokes effectively;
- perform safe self-rescue in different water-based situations.

Swimming provision is organised to enable pupils to work towards these statutory expectations. Pupils' achievement is monitored and additional provision is considered where appropriate.

9. Physical Activity, School Sport and Competition

We recognise that PE lessons form one part of children's wider experience of physical activity and sport. Pupils are encouraged to participate beyond curriculum PE through opportunities such as:

- active playtimes and lunchtimes;
- extra-curricular clubs;
- inter-house activities;
- competitive sport and sports events;
- outdoor learning and Forest School;
- leadership and officiating opportunities where appropriate.

Competition is approached positively and appropriately. Children learn that competition provides opportunities to apply skills, challenge themselves, cooperate with teammates, demonstrate respect and respond appropriately to both success and disappointment.

10. Sporting Values and Personal Development

PE makes an important contribution to pupils' wider personal development. Our sporting values are:

- Be Ambitious
- Be Inspiring
- Be Connected
- Be Fair

These complement our Christian vision by encouraging pupils to pursue their personal best while recognising their responsibilities towards others. Through PE and sport, children develop teamwork, resilience, perseverance, leadership, communication, fair play, responsibility, respect, confidence and independence.

11. Inclusion and SEND

PE is an inclusive subject. We are committed to ensuring that every child can participate, succeed and flourish. Teachers maintain high expectations while adapting teaching to remove barriers to participation.

Adaptations may include:

- modifying equipment, distances, spaces or targets;
- changing rules or tasks;
- providing visual demonstrations and breaking skills into smaller steps;
- adapting the pace of learning and providing additional practice;
- altering groupings;
- providing appropriate adult or peer support.

Children with SEND have access to the same ambitious curriculum as their peers wherever possible. Disadvantaged pupils are supported to access the curriculum and wider opportunities in PE and school sport. Pupils demonstrating particular aptitude are challenged through increased complexity, decision-making, leadership, tactical understanding and opportunities to refine their performance.

12. Assessment

Assessment in PE is primarily formative and takes place throughout teaching. Teachers assess how effectively children can:

- demonstrate and apply physical skills;
- use relevant knowledge and vocabulary;
- combine and apply skills within different contexts;
- understand and apply rules and tactics;
- work independently and collaboratively;
- evaluate their own performance and identify how it may be improved;
- apply learning from previous lessons and activities;
- work safely.

Assessment informs subsequent teaching and enables teachers to identify pupils requiring additional support or challenge. Feedback is timely and helps pupils understand both what they are doing successfully and what they need to do next.

13. Health and Safety

The safety and wellbeing of pupils are central to PE provision. Staff ensure that:

- activities are appropriate to pupils' age, needs and ability;
- equipment is checked before use;
- pupils understand how to use and move equipment safely;
- appropriate supervision is maintained;
- the teaching space is appropriate for the activity;
- medical information and individual healthcare needs are considered;
- relevant risk assessments and school procedures are followed;
- accidents and injuries are managed in accordance with the school's first-aid procedures.

Clothing, footwear, jewellery and hair are managed in accordance with current school procedures and appropriate PE safety guidance. Equipment requiring specialist inspection is checked and maintained appropriately.

14. Extra-Curricular Provision

Extra-curricular physical activity and sport enrich the curriculum and provide additional opportunities for pupils to develop interests and talents. We aim to provide a varied programme that encourages participation from pupils with different interests, abilities and previous experiences.

Opportunities may include lunchtime and after-school clubs, inter-house competition and participation in external sporting events. Participation is monitored where appropriate to identify pupils or groups who may benefit from additional encouragement or opportunities.

15. PE and Sport Premium

The school uses its Primary PE and Sport Premium in accordance with current Department for Education conditions and guidance. For 2026-27, the funding is intended to support healthy, active lives, make participation in PE and school sport easier, support all children to achieve and thrive through physical activity, and embed positive and enjoyable participation in regular physical activity.

The school aims to provide high-quality PE and sport for at least two hours each week, alongside a wide range of extracurricular sport and competitive opportunities. PE and Sport Premium expenditure is additional to the core curriculum and is used to support sustainable improvements in PE, physical activity and school sport. The school monitors the impact of spending and completes required reporting and accountability processes.

16. Resources and Facilities

Resources are selected to support high-quality curriculum delivery and enable pupils to participate safely and successfully. The PE Subject Leader supports the organisation, maintenance and development of PE resources.

Equipment should be appropriate to pupils' age and needs, support the intended curriculum, be stored safely, be checked before use and be repaired, replaced or removed from use where necessary. Pupils are taught to collect, use and return equipment responsibly and safely.

17. Role of the PE Subject Leader

The PE Subject Leader is responsible for supporting the effective implementation and continued improvement of PE, physical activity and school sport. This includes:

- maintaining an overview of curriculum coverage and progression;
- supporting staff with curriculum planning and subject knowledge;
- promoting consistency in teaching and assessment;
- monitoring teaching and learning and undertaking pupil voice;
- reviewing curriculum plans and assessment information;
- identifying strengths and priorities for development;
- monitoring participation and inclusion;
- supporting staff professional development;
- maintaining an overview of resources;
- supporting opportunities for sport and physical activity beyond curriculum lessons;
- monitoring the impact of PE and Sport Premium expenditure;
- reporting appropriately to senior leaders and governors.

18. Monitoring and Review

The effectiveness of PE is monitored through the school's established curriculum monitoring processes. This may include:

- lesson visits;
- pupil voice;

- discussions with teachers;
- curriculum and planning reviews;
- assessment information;
- monitoring participation;
- consideration of SEND and disadvantaged pupils' access to provision;
- review of extra-curricular and competitive opportunities;
- evaluation of PE and Sport Premium impact.

Monitoring focuses on whether children are knowing more, remembering more, doing more and becoming increasingly confident and competent in physical activity. Leaders consider whether pupils develop secure physical skills and knowledge over time and whether the curriculum enables all children to participate, achieve and flourish.

This policy and associated curriculum documentation are reviewed periodically to ensure that they continue to reflect pupils' needs, the school's Christian vision, statutory National Curriculum requirements and current guidance.

Useful References

- Department for Education: National Curriculum in England - Physical Education programmes of study.
- Department for Education: PE and Sport Premium guidance for primary schools.