



# **Physical Education Policy**

Reviewed: May 2025

Approved by Governors: 5.6.25

Signed by Chair: *A Green*

Next Review: May 2028

## **School's Christian Vision**

Through God's love and our Christian Values, we encourage each individual to love, respect and value God, themselves and others.

We encourage and nurture everyone to flourish and grow into the unique person God made them to be, ready to go out into the world to love others.

**This is rooted in Jesus' words: Love one another as Jesus loved us. (John 13 v 34-35)**

### **Introduction:**

At St Mary's our belief is that keeping children active and taking part in sport plays an important role in their health and personal development; equipping children with good habits at a vital and early stage of their physical development. Learning physical education improves physical health, mental health, social and cognitive capabilities. Sport and physical activity boost the ability to cope with challenges and resilience. Through a broad and balanced programme at St Mary's, children develop and consolidate various fundamental skills relating to physical education. Studying physical education at St Mary's develops children's physical literacy, skill and creates positive relationships with physical activity and physical learning behaviours for every child.

### **Intent:**

At St Mary's CE Primary, the Physical Education Curriculum is ambitious beyond the statutory requirements of the National Curriculum and is designed to help our pupils to become independent and resilient learners. We recognise the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development. We believe that a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The National Curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

Cultural capital is enhanced through visits to other schools in order to learn new skills or to compete. Being part of a local primary school sports cluster group provides excellent opportunities for our children to compete in a wide variety of sports across the school year.

By inviting sporting stars from professional teams and organisations to share their expertise and experiences in school, we give our pupils inspiring chances to learn from the best. A recent visit by players from Salford Red Devils RLFC allowed our pupils time to chat informally with the players and be inspired to learn more about rugby league as a result. Through active links with Lancashire County Cricket our pupils have benefitted from regular coaching sessions resulting in increased skill, performance and enthusiasm levels amongst pupils. Planned experience days with experts in their field during National Schools Sports Week in the Summer term also help us to build our pupils' cultural capital and provide them with unforgettable experiences.

## **Implementation:**

At St Mary's CE Primary, we invest in our staff so that they are best-prepared to deliver a high-quality PE curriculum that has been carefully planned using resources from Complete PE to meet the needs of all our children. Our belief is that Physical Education is an interconnected subject in which pupils need to be able to apply taught skills to a range of contexts, activities and sports. Our curriculum encompasses the following:

1. Fundamental Movement Skills
2. Team and Individual Games
3. Athletics
4. Gymnastics
5. Dance
6. Outdoor Adventurous Activities
7. Swimming
8. Observing and analysing performance

Teaching is delivered using a subject-specific approach, through carefully-chosen units of work which are progressive and build upon previous learning. Where there is a link to another curriculum area that the class is studying, this link has been strengthened by matching the P.E. curriculum accordingly. For example, literacy lessons on The Titanic are matched to a series of lessons of dance in Year 6 around the same time of year. This helps pupils to remember more from their literacy lessons whilst acquiring new skills in P.E.

St Mary's offers an initiative to help year 6 children in their development as they progress to secondary school. Working in conjunction with UK Sports Leaders, a small group of children are selected to enrol in the Play Maker Award. This award is a nationally recognised qualification and is a fantastic introduction in to leadership. The Play Maker Award aims to help children develop leadership skills such as organisation, communication and teamwork, as well as helping to develop confidence and self-esteem. By the end of the course, each child will have skills to set up simple games and/or activities that they are familiar with and they will feel confident when assisting in leading small group of peers or younger children under direct supervision at break and lunchtimes. This results in opportunities for all our pupils to learn beyond their allocated PE lessons.

Whilst delivering their lessons, teachers are constantly checking to ensure that pupils are learning the necessary knowledge and identifying and addressing misunderstandings. Assessment is used as a tool to support pupil learning. Regular audits of the P.E. curriculum take place, so that staff can check that pupils are acquiring relevant knowledge, skills and vocabulary to build upon the learning opportunities and assessment end points for each year group and ensures progression and repetition in terms of embedding these.

## **Impact:**

At St Mary's a range of assessment information in Physical Education is gathered. Assessment informs learning to ensure that all pupils make good progress and acquire the knowledge and cultural capital they need to succeed in life. Staff use assessment information to inform their short-term planning and address misconceptions. Through our delivery of a broad and balanced curriculum, children develop and consolidate various fundamental skills relating to physical education. These include mastering basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination. Children begin to apply skill to a range of activities and sport in key stage 1 before developing their knowledge and understanding of tactics and strategies to overcome opponents in team and individual games in key stage 2. Our goal is by studying physical education our pupils develop physical literacy, skill and create positive relationships with physical activity and physical learning behaviours.

Our pupils learn well in their Physical Education lessons. This is evidenced not only in their learning time during the school day, but also as outcomes from their participation in extra-curricular clubs, activities and events. Our pupils love representing their school competitively and over the years we have enjoyed much success amassing a range of trophies from cross country to football and handball. Pupils love their P.E lessons and comment positively on the wide range of clubs available to them on the extra-curricular timetable. They are well prepared for the next steps and stages of their learning due to the progressive and well sequenced curriculum. As a result, pupils make excellent progress as they know more and remember more as they move through the Physical Education curriculum at St Mary's CE Primary.

## **Curriculum Organisation: EYFS, KEY STAGE 1 & 2**

### **EYFS**

In Early Years, we aim to enable children to:

- Move safely, with confidence, creativity and imagination.
- Show an awareness of space, of self and others.
- Recognise the changes that happen to their body when they are active.

### **Key stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

*Pupils should be taught to:*

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

### **Key stage 2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

*Pupils should be taught to:*

- use running, jumping, throwing and catching 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 [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### **Swimming and Water Safety:**

We believe that teaching children to swim, to be water aware and water safe is important for pupil safety therefore all children access swimming lessons delivered by Oldham Active during year 3 of KS2.

Staff have a key role in ensuring that the children in their class access the lessons safely, as follows staff:

- are aware of emergency procedures to evacuate the water and to seek assistance;
- ensure the children wear the appropriate attire for swimming and remove all jewellery and have long hair tied back;
- are aware of the ages, capabilities and aptitudes of the children and follow the school's equality policy;
- ensure that all pupils are aware of and understand instructions and rules;
- are aware of children's medical conditions and follow school policy on medicines and asthma
- adopt a position where they are able to view and effectively supervise children when working;
- supervise the children all the time;
- report all accidents and injuries and record them in accordance to school policy;
- confirm attendance levels before, during and after the children have been swimming

### **Teaching and Learning – How is the Physical Education curriculum delivered?**

Children at St Mary's access at least two hours of physical education lessons every week. The lessons are planned using The Complete PE Resources which is a child centred PE scheme which focuses on being inclusive, challenging and supportive of every child.

Teachers follow the long term plan (See Appendix 1)

Using Complete PE plans teachers are provided with specific units of learning and desirable learning outcomes for each domain. Units are revisited throughout the course of the year and key stage which enables children to make rich connections, apply skills to develop children's physical literacy, competence and confidence. The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, the decision about when to progress is always based on the security of pupils' understanding and their readiness to progress.

All lessons include the following key components:

- Retrieval of prior knowledge
- Warm up/pulse raising activity
- Exploratory/progressive skills development activity
- Using and applying those skills
- Plenary/cool down

Learning challenges are shared with pupils at the beginning of each session. This is done either in the classroom or in the chosen learning environment before the session begins. Children are informed of how to achieve success in the lesson. Children have the opportunity to work individually, in pairs and in groups.

Being active is not confined to PE lessons or clubs or extra-curricular activity, we endeavour to provide numerous opportunities for children to be as active as possible throughout the course of the school day. This includes movement in class, during break times and the journey to and from school.

### **EQUAL OPPORTUNITIES AND INCLUSION**

Working towards equal opportunities requires that teachers treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children will have their own individual gifts to contribute, which is used to enrich the experience of others. The overriding aim is always to create an environment in which, from the earliest age, children and their teachers learn to respect each other. The physical education curriculum enables all children to benefit. There will be no

barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability. Consideration is given to those with special educational needs, whether they have disabilities or have a particular talent. The action necessary to respond to an individual's requirements for curriculum access is met through greater differentiation of tasks and equipment.

## **INTER/INTRA COMPETITIONS**

All children are exposed to healthy competition as part of the curriculum. Competition prepares children for wins and losses in later life, and develops important skills such as resilience, perseverance and tenacity. Children take part in competitions from Early Years enabling them to further develop skills such as turn taking, encouraging others and empathy. In team-based competitions, children need to communicate and work together, consequently making them better collaborators. Children will have the opportunity to compete with one another throughout the course of each unit. Intra competitions take place in lessons usually at the end of units and inter competitions occur throughout the course of the school year with cluster schools. Children are selected for competitions depending on the nature of the event- this could either be through ability, skill or area of development. The PE lead also organises the annual Sports Day in which all children compete in a variety of team events and races. The Sports Day is run with a competitive and supporting theme where the children race in colours, which represent their house teams.

## **CLUBS**

Extra-curricular activities are planned to enhance the PE curriculum, allowing pupils the opportunity to broaden their experience and to take part in competitive sport. Pupils are provided with information about local clubs on the school website. The children have access to a wide variety of extra-curricular sports clubs throughout the academic year. The focus is on participation with all children encouraged to attend practices. These competitive sporting events are generally offered to Key Stage 2 children. However, at various points during the year, specific events are organised for Key Stage 1 children to attend.

## **PE Kit**

In the interest of health and safety appropriate kit is worn for PE activities. Acceptable kit is that which presents no risk of injury to the wearer or other children. The details of our policy are outlined below:

### *Indoor clothing*

- White t-shirt
- Blue/black shorts/dark leggings KS2
- Black pumps/trainers
- Pump bag
- Children must have bare feet for gymnastics/dance unless they have medical reasons not to.

### *Outdoor clothing*

- White tee-shirt
- Blue/black long sleeve sweat shirt top
- Blue/black/dark coloured leggings tracksuit bottoms
- Trainers must be worn outside. Indoor pumps are not suitable as the grip is insubstantial

In the interest of health and safety, all hair will be tied back and jewellery (such as watches and earrings) removed. Ears can be taped in the event of a new piercing (*less than 6 weeks*) where a child is unable to remove the them. Parents are informed in the first instance when a child does not have the appropriate PE kit. Staff continue to monitor and support all children to meet the requirements. Children not in the appropriate kit will play the role of a 'coach' during the lesson or complete a non-participant worksheet. Teachers do change for PE, or they come to school dressed appropriately, for the safe delivery of a PE lesson. This includes suitable footwear.

## **SPORTS PREMIUM**

The primary PE and sport premium is paid by the Secretary of State for Education to the local authority, as a grant under section 14 of the Education Act 2002. The premium is spent by St Mary's to make additional and sustainable improvements to the provision of PE, physical activity and sport for the benefit of all primary-aged pupils to encourage the development of healthy, active lifestyles. This means that the PE and sport premium is used to:

develop or add to the PE, physical activity and sport that your school provides  
build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

The PE and sport premium is used to secure improvements in the following 5 key indicators:

- Increased participation in competitive sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Profile of PE and sport is raised across the school as a tool for whole-school improvement
- Engagement of all pupils in regular physical activity

*Our planned expenditure and action plan are detailed on the school website.*

## **ROLE OF THE SUBJECT LEADER**

The PE lead ensures that all pupils can develop their knowledge, understanding, ability, physical literacy and confidence in PE. They provide leadership, support and guidance in the teaching of PE in order to secure high quality teaching. This alongside the effective use of sports premium and resources, support the improved standards of learning and achievement for all learners.

The PE lead plans improvement that:

- builds their school's PE curriculum, raises standards of achievement and attainment and supports colleagues to teach physical education better

The PE Lead

- keeps up to date with broad developments in sport and physical education, and shares these with colleagues and pupils when appropriate;
- are aware of and take responsibility for developments that affect school PE policy;
- are aware of and take responsibility for addressing gender stereotyping in PE lessons and enrichment activities;
- implement a whole-school vision for PE, furthermore they advise and support colleagues on the pedagogy and appropriate resources to achieve it;
- ensure that they access continuing professional development (CPD) for the leadership of sport and physical education and that colleagues' access CPD to address their requirements too;
- monitor the standards of the children's work and of the quality of teaching in PE to ensure that knowledge and skills are taught progressively and safely.

Monitoring and moderation takes place regularly through:

- Planning
- Learning Walks
- Observations
- Discussions with Pupils/Pupil Voice Questionnaires
- Staff Meetings and Staff Audits
- Meetings/observations with the nominated governor

Class teachers are responsible for:

- the planning and teaching of PE
- assessing children's understanding
- follow the school's long-term and medium-term plans for PE
- ensuring knowledge and skills progression through quality first teaching.

**Resources:**

The PE lead carries out regular audits of resources, ensuring they are readily available and well maintained, as well as purchasing new resources where necessary.

**Assessment:**

At St Mary's class teachers assess and record pupil's progress using the materials available from the Complete PE schemes of work and the objectives highlighted on the curriculum. Teachers and coaches observe pupil's skill throughout the lesson and provide verbal feedback. Formative assessment directly links to learning intentions and outcomes highlighted in the curriculum. There is opportunity throughout the course of each unit to apply skills in a variety of ways which also includes inter/intra competitions so that a summative judgment can be made on each child's ability at the end of each half term/unit of work.

The outcomes from each unit are recorded on the Complete PE Assessment tracker each half term and reviewed at the end of the year to determine whether the children are: working towards, expected or greater depth. Parents receive a written report detailing their child's progress on an annual basis. In Reception, pupil achievement will be assessed against the Early Learning Goals and is again reported to parents.

**Data Protection - Managing and Storing Information**

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All documents stored are in accordance with legal requirements where appropriate, and guidance from the Records Management Toolkit for Schools.

a) Assessment records are retained for the length of time that the child remains at the school plus one school year and then removed

This policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
✓		



## Appendix 1

### *Long Term Plan*

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<b>Dance</b> Ourselves	<b>Games</b> Playing through Games	<b>Dance</b> Dinosaurs	<b>Games (Ball skills)</b> using hands	<b>Games Understanding rules</b> Rules, scoring, basic tactics	<b>Gymnastics</b> Moving: exploring movement with body parts
	<b>Gymnastics</b> high/ low over/under	<b>Gymnastics</b> Exploring through walking: Pathways, heights, level and pace	<b>Gymnastics</b> Jumping	<b>Games (Ball skills)</b> Using feet	<b>Dance</b> Nursery Rhymes	<b>Games (Ball skills)</b> Using racquet, bats and balls
<b>Year 1</b>	<b>Games</b> Leading and turn-taking	<b>Games (Ball skills)</b> Using Hands	<b>Gymnastics –</b> Use of different body parts	<b>Gymnastics</b> Wide, narrowed, curled	<b>Games (Ball skills)</b> Using racquet, bats and balls	<b>Athletics</b> Jumping
	<b>Dance</b> Growing	<b>Dance</b> Heroes	<b>Dance</b> The Zoo	<b>Games (Ball skills)</b> Using Feet	<b>Athletics</b> Health and wellbeing - agility	<b>Athletics –</b> Running
<b>Year 2</b>	<b>Gymnastics</b> Linking	<b>Gymnastics</b> Pathways	<b>Games</b> Creating Games	<b>Games (Ball skills)</b> Using feet	<b>Games (Ball skills)</b> Using racquet, bats and balls	<b>Games</b> Dodging
	<b>Games</b> Attack and Defence	<b>Dance</b> Explorers	<b>Dance</b> Mr Candy's Sweet Factory	<b>Dance</b> Water	<b>Games (Ball skills)</b> Using hands	<b>Athletics</b> Jumping
<b>Year 3</b>	<b>Games</b> Invasion Games Game Sense: zoning, spatial awareness (Football)	<b>Dance</b> Witches and Wizards	<b>Gymnastics</b> Symmetry and Asymmetry	<b>Gymnastics</b> Canon and Unison	<b>Games</b> Net and Wall Tennis	<b>Athletics</b> Running and sprinting

	<i>(combine 2 units)</i>					
	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>
<b>Year 4</b>	<b>Games</b> Invasion Games Netball	<b>Dance</b> Space	<b>Dance</b> Cats	<b>Games</b> Invasion Games Football	<b>Games</b> Striking & fielding Rounders	<b>Games</b> Striking & fielding Cricket
	<b>Games</b> Invasion Games Tag Rugby	<b>Gymnastics</b> Bridges	<b>Gymnastics</b> Levels and direction	<b>Games</b> Tennis	<b>Athletics</b> Throwing and Jumping	<b>Athletics</b> Throwing and running
<b>Year 5</b>	<b>Outdoor and adventurous</b> Orienteering	<b>Gymnastics</b> Balance and counterbalance	<b>Gymnastics</b> Flight	<b>Games</b> Invasion Games Football	<b>Athletics</b> Throwing and Jumping	<b>Games</b> Striking and Fielding Rounders
	<b>Games</b> Invasion Games Netball	<b>Dance</b> Circus	<b>Dance</b> Carnival	<b>Games</b> Net and Wall Tennis	<b>Games</b> Striking and Fielding Cricket	<b>Athletics</b> Running
<b>Year 6</b>	<b>Games -</b> Invasion Netball	<b>Dance</b> The Greeks	<b>Dance</b> Titanic	<b>Games</b> Net and Wall Tennis	<b>Athletics</b> Competitions	<b>Athletics</b> Throwing and Jumping
	<b>Games -</b> Invasion Tag Rugby	<b>Gymnastics</b> Sequences	<b>Gymnastics</b> Matching and mirroring	<b>Outdoor and adventurous –</b> Orienteering	<b>Games –</b> Striking and field Cricket	<b>Games</b> Striking & fielding Rounders