PHYSICAL EDUCATION POLICY

All Saints Church of England Primary School

Date Approved	**Sep** 2026
Review date	**Sep 2027**

Our All Saints family shall arise and shine for the light of The Lord is upon us.

All of our policies are written with the aim of improving our school and of realising our Christian vision:

Our All Saints family shall arise and shine for the light of The Lord is upon us.

Our vision underpins every document, procedure and decision made within our setting. We are committed to enabling all members of our community to flourish and to ensuring that even in the darkest of times, when we follow the word of God, we can all live out our values to **ARISE** (achieve, respect, include, support and enjoy) when at school and **SHINE** long into our future.

Based on the teachings of Isaiah 60:1

Introduction

All Saints CE Primary School recognises 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 are committed to providing a safe environment for children and are adhering to Government guidelines for the safe practice of PE during the current Covid-19 pandemic. See Appendix 1

We aim to provide a broad and balanced P.E. curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport.

We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness. This work is closely reflected in our policy on Personal, Social and Health Education (PSHE) and our policy on Science.

Through the Government Funding for sport, where possible, the school will provide opportunities for pupils to work with PE specialists. The funding will support PE training by providing opportunities for teachers to work alongside specialist teachers. The funding will be used to support after schools clubs, transporting children to competitions and give the children far more access to specialised equipment within school.

We offer outdoor and residential outdoor education opportunities for children throughout the school. Different experiences for different age

groups ensure all will get a range of appropriate challenges as they move through the school.

Aims

Physical development

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility
- To appreciate of the value of safe exercising.

Social and emotional development

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another.
- To develop a sense of fair play and understand that even in sport rules need to be followed.

Cognitive development:

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

Spiritual, moral and cultural development:

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self-esteem through opportunities to celebrate sporting success.

The PE Curriculum

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

In the Reception Class (EYFS), opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity amount to at least two hours each week.

Pupils in both KS1 and KS2 engage in two lessons of high quality PE during the course of each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and coordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, net / wall, and fielding and striking games, gymnastics, dance, athletics and swimming. We also enrich children's experiences through opportunities for outdoor and adventurous activities during residential trips.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this through a range of strategies:

- **setting common tasks that are open-ended and can have a variety of results, e.g. timed events in athletics or creating a sequence of movements in gymnastics from a choice of movements that children are allowed to select from**
- **setting tasks of increasing difficulty, where not all children complete all tasks, e.g. developing and refining gymnastic techniques or swimming longer distances**
- **grouping children by ability and setting different tasks for each group, e.g. different games;**

- **providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment, bean bags rather than balls.**

PE curriculum planning KS1 and KS2

PE is a foundation subject in the National Curriculum. We follow plans written by the Greenacre Sports Partnership team. Each year group has a set of planning specific for the level of the children in that year group. Each year group has planning for: Hockey, Gymnastics, Dance, Football, Rounders, Basketball, Badminton, Rugby and Athletics. KS1 also have Infant agility and Multi skills. Swimming activities and water safety is only introduced in Key stage 2 and this takes place during terms 3, 4, 5 and 6 at Medway Park in Gillingham.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan is written by the PE coordinator and is a simple 2 year cycle grid of the suggested sports activities that will take place each term in each year group. Medium term planning is carried out by class teachers in which they will plan for the children's needs and abilities. Short term planning is supplied by Greenacre. It is the teacher's responsibility to adapt all plans to cater to the children's needs.

Our medium-term plans, written by class teachers outline the basic content of their PE lessons that week.

Our short term plans, written by class teachers or adapted from published materials, list the specific learning objectives for each individual lesson and give details of how each lesson is to be taught.

We plan the PE activities so that they build upon the prior learning of children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression built into our long term plan, so that the children are increasingly challenged as they move up through the school.

Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. Children in the Foundation Stage are taught using the Development Matters Framework and a scheme of work from Greenacre. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. Children have a structured PE lesson once a week where they are taught how to undress and dress themselves as well as gymnastics, ball skills, balancing skills and jumping skills.

Teaching PE to children with special educational needs

At our school we teach PE to *all* children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education for *all* children.

- Through our PE teaching we provide learning opportunities that enable all pupils to make progress.

- We do this by setting suitable learning challenges and by responding to each child's different needs.
- Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.
- When progress falls significantly outside the nationally expected range, staff adapt a range of factors – organisation, teaching materials, teaching style, differentiation – this ensures that our teaching is matched to each child's needs.

Equal Opportunities

All teaching and non-teaching staff are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum while at our school.

PE is taught in mixed groupings with girls and boys having an opportunity to take part in all activities. All extra-curricular activities are open to boys and girls.

Assessment and recording

Assessment for learning is made through short term (daily/weekly) observations of children's work, through discussion with the children and through their own self-assessment. Assessment of learning is made through short term assessments (formative) and long term (summative) assessments.

Teachers are encouraged to make use of a camera/IPad - in accordance with GDPR - to record the children for future assessment and make observation notes on their short term planning.

At the end of the term teachers assess the children (within their year group abilities) using a three strand (BMX) method, for example:

For each year group the statements for the NC are used for each year group and the children are awarded the assessment based on teacher judgement. These are:

B below national expectations for year group
M meeting national expectations for year group
X exceeding national expectations for year group

Teachers in the Foundation stage assess the children at the end of each term against the development matters framework for Moving and Handling and Health and Self-care. They place the children into the relevant age bracket in months that the child is working within and plan to cater for the needs of the children.

Resources

A wide variety of shared PE resources for teachers are available. These include resource books and notes, children's task cards, dance tapes, teachers' lesson plans and published materials. **All Greenacre plans are available in digital format under Staff Share in the PE Curriculum Planning folder.**

Outdoor Games equipment is kept in the PE shed on the small playground. The key to this shed is accessible to adults only and is kept in the school office. Children must be supervised in collecting and returning equipment to the shed by an adult at all times.

Gymnastics apparatus is kept in the hall. We expect the children to help set up and put away this equipment as part of their gym lessons. By so doing, the children learn to handle equipment safely. The cyber coach computer is stored in the hall along with dance mats too.

Athletics equipment and sports team kits along with a variety of miscellaneous stock such as pulse watches, croquet sets, indoor games resources and scooter boards are stored in the cupboards at the back of the hall for use.

The PE Manager is responsible for supervising the maintaining of PE resources, monitoring their use and organising the PE storage areas. The PE Manager plans the purchase of resources each year, based on the annual PE budget and Sports Premium Funding.

Health and safety

The general teaching requirements for health and safety apply in this subject. We encourage the children to consider their own safety and the safety of others at all times and during all activities. We expect children to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing

appropriate clothing when teaching PE themselves. The policy of the governing body is that no jewellery, other than that which is religious, is to be worn for any physical activity in this subject.

The teacher should have the safety of the children at the forefront of his/her mind.

The following general points should be considered when teaching PE.

- The teacher should dress in the supplied All Saints PE kit with appropriate footwear.
- The children should change into appropriate clothing for any physical activity for safety and hygiene reasons. Baggy clothing should be discouraged and T shirts should be tucked in.
- The teacher should be aware of what the children are doing throughout the session and should not leave them on their own at any time.
- If a child constantly forgets their PE kit, a letter should be sent to the parents, reminding them that PE is part of the National Curriculum and it is therefore necessary that their child's kit is in school ready for the lesson.
- The gymnastic apparatus must be moved only when there is a member of staff present to supervise.
- All equipment should be returned to its proper place and checked by a member of staff.

Gymnastics Apparatus

- All children MUST be barefoot when climbing on the equipment
- All children must wear shorts (unless stated for religious reasons)
- All children must tuck their t shirt into their shorts.
- All children should remove all jewellery for PE lessons, including swimming.

Extra-curricular Activities

These are an important part of a child's Primary education. They enable pupils to develop particular skills and further their interests in one or more sporting activities. They help to introduce a competitive element to team games and promote co-operation and a sense of being a 'good sport'. The school provides a range of non-curricular time PE activities for children to participate in throughout each week.

Residential outdoor opportunities

Year 6 children are offered the opportunity to participate in a residential trip for a period of 4 days.

These trips offer children with the chance to do physical activities that are not usually provided within school such as rock climbing, abseiling, canoeing and go karting

A sport coach from Greenacre Academy delivers a sports club every week to children across KS2. This is a rotation of activities that children need to be taught to prepare them for the MYG tournaments. KS1 Children are offered infant agility during a lunch time club throughout the year.

Sports Day

Foundation Stage and KS1 hold their Sports Day on the school playground in the summer term. Parents are invited to watch their children compete.

KS2 Sports Day is held in the summer term at a local venue suitable for the event. Children participate in field events during the morning and track events during the afternoon. The last events are the fun events such as egg and spoon and the sack race. Children remain for the whole day and take a packed lunch. If weather is too hot only the morning activities take place.

Mental well being

As an accredited pioneer school of well being, mental health is just as important to us as physical. One affects the other . To support mental health work a variety of strategies are embedded into our curriculum work at this school:

- Classes have worry boxes
- Holiday homework contains wellness tasks
- The website has weekly family wellbeing activities
- We brain breathe for 10 minutes a day in class
- There are regulation stations inside and outside the building on site
- We offer ELSA counselling daily
- We provide a range of therapeutic support systems to targeted individuals

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the delivery of PE, providing training for staff where needed, being informed about current developments in the subject, and providing a strategic lead and direction for the subject within the school. The PE subject leader gives the head teacher an annual summary report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement within the subject for the following year.

Policy review

In accordance with school procedures, this policy will be reviewed annually by the governing body and updated as and when appropriate by the subject manager.

All Saints CEP School values and celebrates diversity and endeavours to meet each pupil's individual needs.

We aim to provide equal opportunities for all our children to learn and develop. This includes:

- Minority ethnic and faith groups
- Pupils for whom English is an additional language
- Girls and boys
- Children with special educational and additional needs
- Gifted and talented

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As a learning community we promote inclusive policies and practices.