



PE Policy

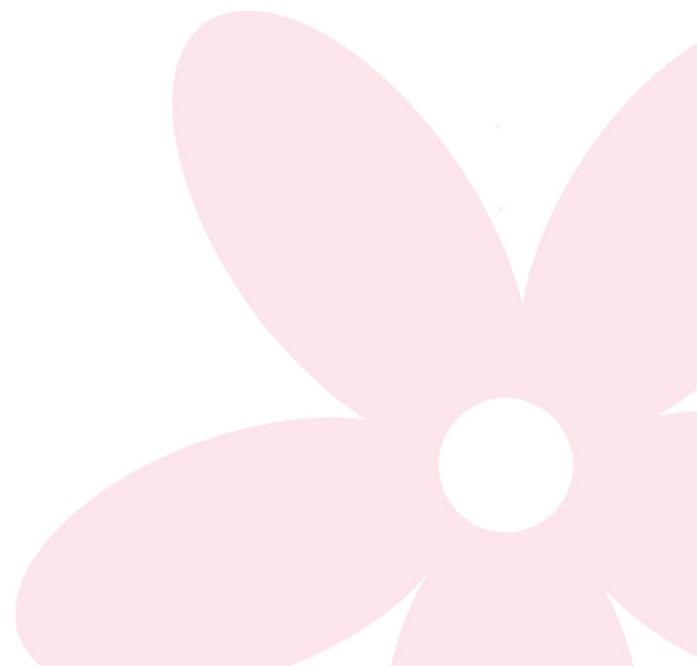
St Barnabas CofE Primary School

Approved by: St Barnabas LGB

Last reviewed on: March 2025

Next review due by: March 2027

This policy supersedes all previous PE policies



Statement of Intent

When our children leave us, we aspire for everyone to enjoy being life-long, ambitious learners equipped with a curiosity and resilience to discover and work out future challenges. We aim to provide them with the necessary skills, knowledge and experience for their life journey. We want our children to be mentally and physically confident about themselves and to be able to socialise with their peers and adults alike. We want our children to treat people and their environment with a kindness and honesty that shows respect to everyone.

Introduction

At St Barnabas Primary School, we provide all children with learning opportunities to engage in the PE curriculum. This policy sets out a framework for all staff to follow and gives each year group planning, teaching and assessment documents. The implementation of this policy is the responsibility of all teaching staff. Responsibility for monitoring and review however remains with the PE curriculum coordinator.

What is PE?

Physical Education is planned, progressive learning that takes place in the school curriculum timetabled time and which is delivered to all pupils. This involves both "learning to move" (becoming more physically competent) and "moving to learn" (learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for learning is physical activity, with children experiencing a broad range of activities, including sport and dance.

Aims

The aims of the PE curriculum are:

- 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.
- 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.

The aim of physical education is to develop physical competence so that all children can move efficiently and safely and understand what they are doing. The outcome - physical literacy - is as important to children's overall development as literacy and numeracy.

implementation of the Curriculum

Early Years

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.

Pupils should be taught to:

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.

- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

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. 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.

Inclusion

At our school, we teach PE to all children, whatever their ability and individual needs. This is in line with the school's curriculum policy of providing a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see the relevant SEN and Pupil Premium policies. We recognise the fact that we have children of differing ability in all our classes. We believe that the curriculum should be

accessible to all children. This is made possible using scaffolded support such as adult support and small group work.

Progression and Continuity

The activities in PE build upon the prior learning of the children. Whilst we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we ensure continuity and progression so that there is an increasing challenge for the children as they move up through the school.

Curriculum Planning

Our Curriculum is carefully planned to engage and excite all our learners; to provide the school with a high-quality curriculum, it is the driving force for our planning. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Curriculum progression is provided on a separate overview document

Unit overviews are as example below:

PE Overview 24-25

Term	Topic					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Multiskills	Multiskills	Multiskills	Invasion	Invasion	Invasion
Autumn 2	Throwing and catching	Throwing and catching	Throwing and catching	Striking and Fielding	Striking and Fielding	Striking and Fielding
Spring 1	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics
Spring 2	Dance	Dance	Dance	Dance	Dance	Dance
Summer 1	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics
Summer 2	Brilliant Ball skills	Brilliant Ball skills	Brilliant Ball Skills	Nimble Nets	Nimble Nets	Nimble Nets

Impact - Assessment

At St Barnabas Primary School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate scaffolding. The assessment of children's work is on-going to ensure that understanding is being achieved, and that progress is being made.

Roles and Responsibilities

The work of the PE coordinator is to monitor and support colleagues in the teaching of PE, providing a strategic lead and direction for the subject in the school. The subject is led by the staff as a whole and each year time is set aside to review standards, monitor curriculum provision and ensure training and resources are up to date.

Health and Safety

Safety should be paramount when planning PE activities. Children should develop their own abilities to assess risks. First aid equipment should be available, and staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma must be readily accessible and brought to lessons. Regular checks should be made on all equipment. The curriculum coordinator should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the curriculum coordinator when any items need replacement or repairing. Any items constituted a danger should be taken out of use immediately. To minimise these risks all staff and children in PE lessons are required to take note of the following:

- All lessons are planned to follow a clear progression of developing skills and take into account the age, abilities and special needs of the class.
- Children should be made aware, understand and follow all safety requirements related to the use of specific equipment, appropriate clothing and the following of instructions when in a lesson.
- Children should be taught how to move and use apparatus safely under supervision of a

teacher or responsible adult.

- Teaching staff should ensure the equipment is safe and in good condition and suitable to the needs and abilities of the children. Any faulty equipment should be reported to the curriculum coordinator who will then repair or replace the faulty equipment.
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewelry.
- Children should be made aware of safe practice when undertaking any PE activity (e.g. not running or jumping in front of others and stopping when asked).
- Teaching staff should ensure and expect high standards of behaviour, performance and participation in all lessons.
- Teaching staff should always follow the school's behaviour policy.
- Children should be made aware of the importance of warming up in physical activity and how to use the correct technique.
- Teachers should conduct a visual risk assessment of the learning environment and PE equipment as well as the children's clothing, particularly footwear, before proceeding with any PE lesson.
- Staff should be responsible for their own children's inhalers and always have them with them.
- Pupils should warm-up and cool-down at the start/end of each session.
- New staff have an introduction on how to use the school PE equipment safely.

Resources

Physical education resources are used by children and staff in several ways including:

- To enable them to create and perform dances.
- To enable them to play and make up a range of games and to develop their skills in various games.
- To enable them to create and perform gymnastic sequences and to assist in providing progression in Gymnastics.
- To provide opportunities to take part in and improve their athletic skills.

PE resources are stored in the PE cupboard, located in the hall, and the outdoor shed. Resources should not be collected from the PE cupboards by unaccompanied children, but only by teachers, teaching assistants or by supervised children.

Outdoor play equipment is kept in the outdoor storage sheds or boxes. The PE Sports Leaders and lunchtime supervisors have the responsibility of keeping the playground equipment tidy.

All staff are encouraged and expected to: treat the resources with respect; keep them in the appropriate areas; ensure all resource storage areas are kept tidy and report any faulty or unsafe equipment to the curriculum coordinator, who is then responsible for having it repaired or disposed of.

Monitoring and Review

The PE curriculum coordinator is responsible for monitoring the implementation of this policy. The PE curriculum coordinator is responsible for monitoring the standard of children's work and for the quality of teaching in line with the school's monitoring policy. This may be through supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school. The curriculum coordinator is responsible for monitoring the children's progress in PE through lesson observations and assessments and by completing an annual audit and subsequently creating an action plan to give to the head.

