



Barrowby Church of England Primary School

Physical Education Policy

1. Introduction

- 1.1 Physical Education is a foundation subject within the National Curriculum. This policy outlines the purpose, nature and management of the physical education taught and learned in our school.
- 1.2 The school policy for physical education reflects the consensus of opinion of the whole teaching staff and has the full agreement of the governing body.
- 1.3 The implementation of this policy is the responsibility of all the teaching staff.

2. Vision in our School

- 2.1 We are committed to encouraging our pupils to lead healthy and active lives. This is achieved through an extensive program of activities, available both within and outside of our curriculum and within the wider community which enable our children to:
 - foster a love of sport
 - be physically active for sustained periods of time
 - develop competence to excel in a broad range of physical activities
 - learn about the importance of fair play, cooperation and team-work whilst engaging in competitive sports and activities
 - lead healthy active lives

3. The Nature of Physical Education

- 3.1 Physical Education is about developing children's enjoyment, confidence and skill in physical activity and introducing them to the pleasures of sport. It is a practical subject which gives all children, irrespective of age or gender, opportunities for participation, enjoyment and success.
- 3.2 Physical education promotes personal, social, intellectual and physical skills, and at our school it attempts to foster positive attitudes, cooperation, tolerance and self esteem. Our school aims to promote an enjoyment in undertaking exercise in all children. We hope this will continue into adulthood as part of a healthy lifestyle.
- 3.3 The Early Years Foundation Stage states that Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. 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. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Through **Expressive Arts and Design** the children will also develop their artistic and cultural awareness which supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

3.4 **High** quality Physical Education and School Sport – Pupil Outcomes

Barrowby School, aims to provide the highest quality Physical Education and School Sport for **all** pupils, of **all** abilities, that ensures the following **pupil outcomes**:



Pupils who are **committed** to PE and sport and make them a central part of their lives – both in and out of school. They seldom miss PE lessons, remember their kit and get changed on time. They make sure they are available for sport events and take responsibility for not letting down others. They encourage other pupils to get involved and help adults to organise lessons and activities.



Pupils who know and **understand** what they are trying to achieve and how to go about doing it. They know how to think for each area of activity and when and how to use composition, choreography, games strategy, athletic tactics and problem solving. They also know how they are judged in each area of activity.



Pupils who understand that PE and sport are an important part of a **healthy, active lifestyle**. They know how PE and sport contribute to a balanced healthy, active lifestyle and how different activities affect their fitness, health and feelings about themselves. They can explain how the school helps them to maintain a healthy, active lifestyle.



Pupils who have the **confidence** to get involved in PE and sport. They are willing to demonstrate what they can do, volunteer questions and answers, ask for help when they need it and talk positively about their achievements. They help others and are happy to take part in any capacity. They try new activities without worrying about failing.



Pupils who have the **skills** and control that they need to take part in PE and sport. They show good body control, have poise and balance, and show fluency and accuracy in their movements. They can apply and adapt a wide range of skills and techniques effectively.



Pupils who willingly take part in **a range of competitive, creative and challenge-type activities**, both as individuals and as part of a team or group. They get involved in any activities in PE lessons and take part in different school sport activities. They are happy to work and perform on their own, as well as in groups and teams.



Pupils who **think** about what they are doing and make appropriate **decisions** for themselves. They work without constant prompting and ask questions so that they can organise themselves and make progress. They come up with ideas and strategies to help them improve. They react to situations intelligently when performing, taking into account others' strengths and weaknesses.



Pupils who **show a desire to improve** and achieve in relation to their own abilities. They are determined to achieve the best possible results and spend extra time practising. They often compare their performance to their own in the past and to other people and feel that they could do better still. They ask for advice on how to improve.



Pupils who have the **stamina, suppleness and strength** to keep going. They concentrate well and maintain their energy and activity levels. They seldom miss PE because of illness or injury and are physically strong and flexible enough to take part in activities.



Pupils who **enjoy** PE, school and community sport. They are keen to take part and talk about what they are doing with enthusiasm. They show an interest in the PE/sport notice-boards and often watch or read about PE and sport. They are eager to get to PE lessons and smile a lot.

4. Entitlement

4.1 Pupils are entitled to 2 hours of focused, curriculum physical education and should be involved in the continuous process of planning, performing and evaluating, with an emphasis on actual performance:

All children are entitled to a progressive and comprehensive Physical Education programme which embraces the Statutory Orders of the National Curriculum and which takes account of individual interests and needs.

All Pupils will receive a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide 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.

In the Early Years and 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.

In 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.

4.2 **Swimming and water safety are taught in key stage 2.**

In particular, pupils should be taught to:

- 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.

4.3 In all year groups children will also participate in a range of intra school competition.

5. Implementation

5.1.1 In all physical education lessons children will be encouraged to plan, perform and evaluate. Each lesson should provide an opportunity to develop and reflect on each element within this process.

5.1.2 Opportunity to participate in dance, gymnastics, games and outdoor and adventure activities (KS2 only) will be provided. In addition, swimming will be available to children in Key Stage 2 throughout the year.

5.1.3 Each half term will provide a focus, or have special emphasis on two areas of activity. The language and terminology associated with the area should be given a high profile in the children's planning and evaluating.

5.1.4 A thematic approach will be the basis for the teaching of gymnastics. There will be a skill-based emphasis for the teaching of games. Teachers will use the resource 'Create Development Jasmine' for RealPE lessons (jasmineactive.com) encouraging the progression of skills through the teaching of the key abilities; creative, cognitive, health and fitness, physical, social and personal.

5.2 The ideals associated with fair play and good sporting behaviour will always be encouraged.

5.3 In all year groups and, in particular Years 5 Year 6, every child will be involved in an introduction to orienteering to link with their work in geography related to making and using of maps.

5.4 All teachers will be responsible for the planning and teaching of physical education. Teachers will use the school's adopted schemes of work to support delivery of PE in the curriculum, including Val Sabin for Games and Rawmarsh for Gymnastics. All schemes of work can be found imbedded into the school's PE Curriculum Map.

5.5 Developing physical skills is a very important part of the education of young children. Reception children have the same access to the physical education curriculum as Key Stage 1 children. The Physical Development area of the Early Years Foundation Stage curriculum is split into 2 aspects:

ELG: Gross Motor Skills Children at the expected level of development will: - 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.

ELG: Fine Motor Skills Children at the expected level of development will: - 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.

- 5.6 Every attempt will be made to fully integrate children with special needs into participating on equal terms with other children.
- 5.7 All physical education lessons will ensure an equal interest level for both boys and girls. Teachers will choose activities, themes, music, etc that will be of equal interest level for both boys and girls.
- 5.8 Health education, particularly those areas addressing the effect of exercise on the heart and the need for exercise to keep us healthy, will be addressed during the appropriate physical education lessons.
- 5.9.1 The school health and safety policy (issued to all staff, with copies always available in the office and on the school website) outlines guidance for all out of school activities including swimming lessons and the use of playground/playing field equipment. Guidance can also be found in "Safe Practise in Physical Education" a BAALPE publication ISBN 1-871228-06-9. The health and safety policy gives clear guidance on the response and reporting of accidents, however small.
- 5.9.2 When engaged in physical education, children are expected to behave in a considerate, responsible manner, showing respect for other people and equipment. During physical education, children will be encouraged to discuss safety implications concerning themselves and others.
- 5.9.3 All children must change into shorts and T-shirts for dance, gymnastics, athletics and games. Plimsolls must be worn outdoors. All children will be barefoot in gymnastics or all should wear plimsolls. Trainers with cushioned soles are only suitable for distance running and must not be worn for gym or dance. Fashion trainers are not to be worn for physical education. Parents will be reminded/updated regarding suitable clothing and footwear, as appropriate. No jewellery is to be worn for physical education.
- 5.9.4 The safe use of equipment will be encouraged at all times and children will be trained to move and store equipment in a safe manner. All equipment will be checked by a teacher before the children use it. All adults working at the school have a responsibility to report any defects in equipment which need attention by writing the defect in the folder situated in the front office and which the site manager checks daily.
- 5.9.5 All teachers involved in swimming lessons must have successfully completed the Royal Life Saving Society's "Swimming Teacher's Life Saving Certificate" examination.
- 5.9.6 Teachers will wear appropriate clothing during Physical Education lessons.
- 5.10 Children are trained to collect and return small equipment from the PE store and PE shed with the permission and supervision where appropriate, of a teacher.
- 5.11 In addition to our PE curriculum, we endeavour to provide a variety of other sporting related opportunities, for our pupils and staff. To do this, we have a continued collaboration with the charity Inspire+. Through this service we can access a range of activities and opportunities to further enhance sporting capacity, within our school. This is outlined further as part of our School Sports Premium Summary.

6. Assessment

- 6.1 In physical education, assessment will be undertaken within each area of focus. Teacher assessments in the focused area of physical education are carried out continuously, photographic and observation notes can be used as evidence. In Physical Education Key objectives for each year group have been identified.
- In the Early Years Foundation Stage children will be assessed against the Early Learning Goals where children will be either emerging (working towards the goal), expected (working within the Early Learning Goal) or Exceeding the Early Learning Goal.
- In Key Stage 1 and 2 children will be encouraged to participate in the assessment process. Children are tracked in P.E. termly. Using measures of attainment and progress against age related expectations in four areas; physical, personal, cognitive and health.

7. Monitoring and Evaluation of the Subject

All monitoring exists to help improve the teaching and learning within the subject. All plans are monitored by the PE co-ordinator and formal class observations are carried out in line with the schools monitoring processes.

8. Out of School Hours Opportunities

The school provides a range of PE-related activities for children out of school hours. These encourage the children to develop their skills in a range of the activity areas. The school informs parents of the current club activities on a regular basis. The school also participates in regular fixtures, festivals and events alongside other schools. Every opportunity is taken to provide realistic exit routes for pupils to continue their involvement in local community clubs to support AOTT's (adults other than teachers) are encouraged to become involved in supporting the schools OSHL provision.

9. Equal Opportunities and Inclusion

The school is committed to allow all pupils their entitlement to participate in the physical education programme, in which there are no barriers based on race, gender, culture or ability. The school acknowledges its responsibility to both children experiencing difficulty, and displaying considerable talent. Children are encouraged to participate at their own level, with special needs provision provided through differentiation and support. Each teacher is responsible for enforcing the equal opportunities policy of the school and not merely offering equal access. It is important that boys and girls are given the same praise, time, expectations and access to experiences during the development of skills and attitudes whilst participating in physical activities.

10. The Role of Parents and Adults Other Than Teachers (AOTT's)

Any parents or AOTT's helping with classes or clubs are appropriately monitored and are made fully aware of the school policy.

11. Staff Development

The PE co-ordinator will attend any relevant courses to enable them to increase their knowledge and awareness in the PE National Curriculum and disseminate information and advice to staff. The school will also utilise CPD opportunities through the charity Inspire + according to the needs of the school.

12. Background Documentation

- 12.1 This policy was informed by reference to the 2014 National Curriculum Statutory Orders for physical education, the Early Years Foundation Stage, the QCA Physical Education Scheme of Work and guidance from Lincolnshire Curriculum Service.

13. Policy Review

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body, every 3 years.

Last reviewed: September 2025

Next review: September 2028