



Stanion C.E (Aided) Primary School

Physical Education Policy

2Timothy 2:5 *An athlete is not crowned unless he competes according to the rules.*

Our Vision

Our school aims to inspire all children to develop a love of physical activity and sport. Through good physical education, whole school values and a whole child approach, we aim to nurture confident, resilient children who strive for personal best. We listen to our children's wants and needs and provide them with a range of active experiences and clubs. We want to aid our children in obtaining the values and skills to celebrate and respect the success of others, as well as modestly celebrating in their own success. We aim to ensure that our delivery of PE allows all children to have the skills and mindset to leave primary school with the capabilities to be successful in the sporting challenges and active lifestyles at secondary school and beyond. We strive to educate both our children and families to develop a greater understanding on how to live healthy lifestyles and make healthy choices. We are dedicated to ensuring healthy minds, as well as bodies and will continue to support our children's well-being. We have strong links with local clubs and partnerships within our community to ensure the children and families receive the support and knowledge they need.

Purpose of study

A high-quality physical education curriculum inspires all pupils to enjoy, 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. Children should be encouraged to enjoy physical education and celebrate their success in taking part in a range of sports and fitness.

Aims

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.

EYFS

We encourage the physical development of our children in reception class as an integral part of their work. As this class is part of the Foundation Stage of the National Curriculum, 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.

National Curriculum subject content for 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.

National Curriculum subject content for 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.

The PE Curriculum

At Stanion C.E Primary School we provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

In the Foundation stage (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 hours of high quality PE during the course of each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. 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. All teachers deliver P.E lessons using the 'Get Set 4 PE' scheme of work which ensures a progressive approach to a range of physical activities and allows the children to access and experience a broad variety of activities. We also enrich children's experiences through opportunities for outdoor and adventurous activities and children in Years 5 and 6 go on a residential outward bound trip once every 2 years. We also use our Sports Premium money to provide outdoor and adventurous opportunities for the children such as going to Clip and Climb for our Key Stage 2 children and to top up Forest School sessions for our EYFS children.

Swimming and water safety

All schools must provide swimming instruction either in Key Stage 1 or 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.

Currently Year 3, 4, 5 and 6 have swimming lessons at Corby Swimming Pool. Both classes have a minimum of six, one-hour long, swimming sessions per academic year. This is in line with the statutory requirement.

Teaching and learning styles

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. In all classes, children have a wide range of 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 the use of the STEP approach to differentiating:

- SPACE – changing distance, height, size and location.
- TASK – changing rules, roles, progressions, conditions and complexity
- EQUIPMENT – changing what is being used
- PEOPLE – changing groupings or how the children play together

These methods for differentiating are outlined within the GetSet4PE lesson plans.

Differentiation in PE isn't just supporting those that find things difficult but also learning how to challenge confident learners using the STEP approach.

Resources/Equipment and Facilities

We use the Get Set 4 PE scheme of work across the school from EYFS to Year 6

This scheme aids the development of the whole child through PE. It gives opportunities for social, emotional and thinking skills to be developed through the different strands of the PE curriculum. It is also a fantastic resource for all teachers as it provides a platform for assessment to be completed against key skills and progression statements as well as providing all teachers with knowledge and confidence to assess confidently.

Specialist external coaches are also used for sports such as cricket, tennis, football and tag rugby.

The school is well equipped for all areas of P.E. The P.E coordinator oversees the equipment and storage, however they should be informed if there is a need to order new or to re-order fresh supplies of equipment.

School Sports Partnership

Stanion C.E Primary School is in the Corby and Oundle Sports Partnership. We use this resource to aid our CPD opportunities as well as access different competitive events throughout the year.

Guiding Principles of the Partnership

- To lead and co-ordinate the development of high quality sport, PE and competition in the Cluster Primary Schools
- To offer students the opportunity to play, learn and lead together across the Cluster
- To maintain and enhance the strengths of the Cluster partnership

Success Criteria

- Leadership structures for PE and sport are in place within schools and across the cluster
- A balanced calendar of events is created for the year in line with L2 and L3 games
- More children participate in inter school competitions
- Young leaders are actively involved in the organisation of intra and inter school events
- All events are communicated in a timely manner via the Head and the PLT
- Opportunities are equally offered across both clusters

Sports Leaders

At Stanion C.E Primary we have a sports leaders from Years 5 and 6. These children are selected by the PE lead based on a variety of aspects such as their ability to lead, work co-operatively with others and show an enthusiasm for PE and school sport. The sports leaders meet once a term, to discuss PE in the school, act as the pupil voice for all children in the school by feeding back ideas, collaborating on playground activities which are overseen by the sports leaders and to help organise whole school events which they run.

Safeguarding

All adults working with children in school are checked for appropriate DBS clearance. This includes coaches that teach extra-curricular clubs. Children in KS2 are not expected to change together for PE sessions.

Coaches taking extra-curricular clubs are also well informed about safeguarding at Stanion C.E Primary. This includes; what to do if there is a fire, who to contact if a safeguarding issue arises, medical needs of the children and where to find medication and toilet facilities that can be used by the children after school.

Registers are always taken and coaches have had safeguarding training through their companies. Copies are kept in the school office of the lists of children that have enrolled in the clubs. DBS numbers/certificates of the coaches are also kept in the school office.

Contribution of PE to teaching in other curriculum areas

English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their own and others performance.

Maths

Children have the opportunity to make measurements and keep score in games and athletic activities.

Personal, social and health education (PHSE) and citizenship

Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development

Groupings allow children to work together and give them the chance to discuss their ideas and performances. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other. The Get Set 4 PE scheme of work focuses on developing these aspects.

Information and Communication Technology

Children are able to video and take photographs of skills and performances using the iPads. The video can then be played on white boards or laptops in the classrooms for children to watch and evaluate alongside videos from GetSet4PE.

Assessment / Recording Procedures

Assessment in P.E is made against the assessment criteria as laid out on the Get Set 4 PE scheme of work for each units. For the units which are delivered by outside agencies, teachers and providers will work together to assess the children against the National Curriculum level descriptors and also use the Get Set 4 PE assessment criteria as a guiding point. Teachers are to update the assessment section at the end of each lesson/ unit for the PE lead to analyse during the assessment capture points during the year. Teachers are to record evidence of PE lessons, including key skills taught for each PE lesson using Tapestry.

Next steps and pupil involvement in assessment for learning

Children are encouraged to be involved in their own learning, therefore giving them an understanding of their next steps. This can be achieved in the following ways;

- Allowing children to perform in front of a partner, pair or small group and feedback being given on areas they performed well and areas to develop. E.g. performing a jump in gymnastics. Children would be prompted, by the teacher, to think about the teaching points of a good jump and look for them in a performance.
- Teacher feedback during lessons.
- Observing good practise, either in class or using resources provided in school. This allows children to understand how to perform a move or play a game etc correctly.

Monitoring and review

The coordination and planning of the PE curriculum is the responsibility of the subject leader in conjunction with all staff teaching PE.

The PE leader also:

- supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject;
- writes development plans for the current academic year and carries out the actions to achieve them;
- the quality of teaching and learning in PE is monitored and evaluated by the subject leader as part of the school's agreed cycle of lesson observations;
- writes a PE policy that will be shared with all staff, governors and parents. The policy will be reviewed every two years;
- is responsible for ensuring that the PE Sports Funding is spent effectively to raise standards in PE and School Sport across the school
- Evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires.
- Reviews evidence of the children's work and observes PE lessons.

Health and Safety

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control. Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma. Staff know about the safe practices involved in moving and using apparatus. Pupils wear appropriate clothing, remove jewellery and tie back long hair.

- Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga.
- Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in.
- Equipment and apparatus are stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.

Teaching staff should be appropriately dressed to teach PE. We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment as necessary. Risk Assessments are in place for all school sporting trips.

Mr C Forsyth
P.E Coordinator

Signed _____

Head Teacher

Signed _____

Chair of Governors

Policy Ratified – 10th July 2025

Next Review – July 2027