



Lea Endowed CE Primary School

Physical Education

Updated: November 2025
Next review: November 2026

'LET EVERYONE SHINE'

At Lea Endowed Church of England School, we provide an excellent education for our children. We follow God's example, by loving Him, and each other, in all that we do.

Our whole school family is encouraged to achieve their full, God given potential and shine in their own special way.

"Let your light shine."

Matthew 5:16

Please note when this document refers to the word parent(s) it should be taken to include carers as appropriate.

Introduction

This policy reflects the school values and philosophy set out in our Mission Statement in relation to the teaching and learning of Physical Education.

At Lea Endowed we are committed to the health and well-being of our pupils. As staff we understand how a broad and inclusive provision benefits individuals and the school in general; our approach to Physical Education focuses very much on the holistic child. We strive for excellence in performance whilst recognizing that every child's achievement will be different. We also celebrate the creativity, commitment, leadership and analytical skills of our children, skills we look to develop through our curriculum and extra-curricular offer.

PE enables children to learn confidence, perseverance, team spirit and organisation. We believe that children must engage in a programme of PE that encourages fitness, improves their strength, suppleness, stamina and teaches the rules of games and an understanding of how to perform to an audience.

This allows pupils to gain a sense of achievement and develop positive attitudes towards themselves and others.

Aims

- To be physically active and find enjoyment in physical activity.
- To acquire and develop a variety of physical skills to promote a healthy lifestyle and posture.
- To suggest how one's own performance and that of others can be improved and find a sense of achievement and fulfilment.
- To acquire knowledge and understanding of fitness and health.
- To provide opportunities for our pupils to lead through PE
- To understand the need for safe practice in physical activities for self and equipment.
- To develop spiritual, moral, social and cultural awareness through competitive and cooperative activities.

Intent

- That all children can achieve the aims of the national curriculum through a broad, balanced and progressive curriculum.
- A willingness of staff to adapt The PE Passport plans to meet the needs of individuals and groups - this might mean going back to plans programmed for younger groups to secure knowledge and skills.
- A commitment from staff to develop children across different domains - physically, cognitively and socially and emotionally.
- Children how to learn skills and knowledge and apply it.
- Delivery through the Principles of Assessment for Learning.
- Children experiences of traditional and 'new' sports.
- Careful monitoring of the progress of individuals, groups, classes and year groups

Role of the Subject Leader

The PE subject leader has the responsibility to lead PE by producing an annual action plan; monitoring standards of teaching and learning; supporting staff with CPD needs; reporting to the SLT about standards, participation and competition and coordinating an extra- curricular programme and intra and inter school events.

Inclusion

School uses a scheme of work called The Primary PE Passport and the subject leader inputs a long-term plan at the beginning of each calendar year. It is expected that staff deliver a full national curriculum to the children and that they prepare for lessons thoroughly by reading the planning in The PE Passport; getting resources ready beforehand and adapting plans where necessary and for children with specific needs.

In planning and teaching PE, teachers will have due regard for the following principles:

- EYFS will follow plans on The PE Passport as well as giving children opportunities to be physically active through Development Matters.
- All children in KS1 and KS2 will have full access to the PE National Curriculum
- Lessons will be differentiated using the STEP principles Space, Task, Equipment, and People.

Our commitment in KS2 to intra school events is because we want all of our children to experience competitive sport.

CPD

- We are fully committed to keeping our staff fully aware of new developments in the National Curriculum and ensuring that lessons are safe and active and that the standards of teaching and learning is always good or better.
- Every two years, the staff will complete an audit detailing their competency and confidence in delivering the PE curriculum. The PE leader in conjunction with the CPD leader will formulate a plan which is costed out and keep evaluative records to ensure value for money.

- As part of our SSP, the school is able to access CPD including NQTs. These opportunities will be highlighted to all staff and records kept of those attending and any impact as a consequence.

Physical Activity

School is fully committed to ensuring that children grow up with a positive attitude to exercise and therefore tries to ensure that each child in EYFS receives 3 hours of physical activity in school each day and each child aged 5-11 receives a minimum of 30 minutes of physical activity per day.

This is on top of their regular PE lessons.

Implementation

Curriculum

All pupils will be taught:

Reception, Key Stage 1 and 2

- Fundamental movement skills
- Gymnastic activities
- Games related skills including Target Games and Attacking and defending
- Dance
- Athletics

Key Stage 2

- Net/wall games
- Athletics
- Dance
- Gymnastics
- Invasion games
- Striking and Fielding
- Outdoor Adventurous Activity
- Swimming

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 which includes continuous provision in EYFS.

Pupils in both KS1 and KS2 engage in two hours of high-quality PE during the course of each week.

In KS1 the curriculum builds on the fundamental movement skills of agility, balance and co-ordination taught in EYFS. 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, swimming and outdoor and adventurous activities.

Planning

The curriculum mapping (see the school website) shows the long-term plan: medium term planning is done on the PE Passport for each unit of work using a range of resources to support progression across the curriculum. Best practice is where staff look over plans on The PE Passport to check plans suit the context of the class and adapt where necessary using the Edit function.

The format for planning is based upon the on the PE Passport website/App; half termly planning will identify content an objectives, approaches and methods, resources, assessment and evaluation.

Weekly planning will identify differentiated activities and matching resources as well as assessment opportunities and provide an opportunity for evaluation.

Plans will be drawn from the cited scheme of work and use the National Curriculum Programmes to ensure that the full breadth of Physical Education is covered and to identify content and learning objectives. The National Curriculum Attainment Targets will be used for assessing the children.

Curriculum Map

The Units of Work are used with a 2-year cycle in Key Stage 1 and with a 3-year cycle in Key Stage 2 (Classes 3&4) to reflect the mixed age classes and to provide equity for each year group across the mixed age classes.

The school PE curriculum is organised around the facilities and resources we have available, to ensure progression across the curriculum and also to prepare children to participate in competitive festivals and events.

Swimming

It is the school policy that all children should be able to swim 25m by the time they leave school as well as meet the other two requirements of the national curriculum, which includes water safety.

Therefore, swimming lessons are compulsory for all children. Children learn swimming in KS2 with qualified swimming teachers. Where children are not allowed to take part in swimming a doctor's note must be provided.

Guidelines recommend appropriate swimwear i.e. a one-piece costume for girls and trunks (not shorts) for boys.

Information on progress, assessment of attainment is provided by the swimming instructor in consultation with the class teacher.

Evaluation

The Units of work are evaluated by the class teacher and these evaluations are fed back to the PE coordinator through analysis of planning and completion of subject assessment and evidence collection via the PE Passport App. This allows for curriculum review in relation to content, progression, continuity and teaching and learning. Evaluation will also consider pupils' achievements, coverage of programmes of study, staff development, classroom observation and external inspection/advice.

Individual lessons should be evaluated by the class teacher to inform planning and ensure differentiation.

Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

Recording

Pupils' work will be assessed throughout each unit of work using formative assessment methods as well as through core tasks like those outlined at each unit of the scheme used. These contextual core tasks will allow teachers to compare pupils against attainment target and expected outcomes. Pupils' progress will be monitored by the individual class teacher who will use these methods to set realistic targets for the individual pupil, based on their strengths and weaknesses. Evaluations and evidence will be collected using the PE Passport app. This will allow all the unit grades to be looked at and monitored throughout the year so that the overall attainment level given can reflect the progress made over that academic year. This will allow a comparison to be made with national expectations

Pupils may also utilise ICT to record their achievements and to enhance learning. This should include digital photography and video via the use of class iPads, and linked with the PE Passport app assessment.

Assessment and Reporting

Assessment is normally carried out by teachers during the normal class activity. Formative assessment and summative assessment methods will be used. The school will utilise the contextual core tasks identified by QCA in combination with formative assessment to arrive at the end of unit levels of attainment. These will allow a picture to be built up of the pupils' progress and highlight any areas of strength or weakness. Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress –suggesting how they need to improve.

Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances and questioning. Knowledge and understanding must underpin the skill demonstrated; this is best achieved through contextual tasks and not in isolation. Lessons are not the only place that pupils can demonstrate their

knowledge, skills and understanding, wherever practicable staff will consider pupils outside interests e.g., lunch time or after school clubs, local teams etc. Access by pupils to lunchtime and after school clubs can also be recorded and sorted using the PE Passport App.

In accordance with the school's policy parents will receive a written report on all aspects of a pupil's schoolwork at the end of the summer term. This will include PE and should indicate to the parents the range of activities covered and areas of personal strength and weakness.

Staff Continued Professional Development. (CPD)

All staff members should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the PE Coordinator or the PE Adviser through LEA provided training. All staff who attend any CPD course must provide feedback/disseminate the information.

Resources

All resources are recorded on the "Resources for PE List" available in the PE store. These are regularly reviewed to ensure they are appropriate to the range of ages, abilities and needs of the children to enhance learning.

The budget for PE is determined by subject needs and other curriculum, school, and national priorities.

Resources are kept in the PE store in the Hall and in the shed outside the rear entrance to the school. Resources should be counted in and counted out and returned in good condition. The pupils should be encouraged to:

- Look after the resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place – this should be overseen by the teachers

And pupils should know of any safety procedures relating to the carrying or handling of resources and how to carry such procedures out safely – under supervision by the class teacher.

Any damage, breakage or loss of resources should be reported to the PE Lead as soon as possible. Any damage observed /done to a piece of apparatus which could cause subsequent injury must be isolated from use and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

NB: All gymnastic equipment is audited and safety checked by an external specialist organisation on an annual basis.

Copies of schemes of work, support resources and assessment tools are available to all staff via the school login to PE Passport.

Health and Safety

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education" guidance. A current copy of this manual is in the Staffroom.

The PE Subject Leader must make all staff teaching PE aware of these and share the appropriate risk assessments with staff as indicated.

In all school activities, the law requires the teacher to take reasonable care for the safety of the children. In PE – particularly where the large equipment is used, or the children take part in outdoor and adventurous activities - we must always be concerned with safety, and we must always be vigilant.

The safety of the child is the prime consideration.

"Reasonable care" is defined as that which would be taken by a caring, prudent parent. This is not only a legal obligation it is also a moral obligation.

The teacher should never leave a class unsupervised in a PE situation.

The teacher should always ensure that they can see the class. For example, the teacher should be constantly on the move and take up a position between the wall and the children always looking inwards.

This may be inconvenient when the teacher wishes to give individual attention to a child, but the teacher should ensure for example, that they never have their back to children climbing ropes or jumping off a box or stool.

Safety practice is reviewed annually in line with current "Safe Practice" guidance and as part of the governors Health and Safety inspections.

All pupils must be taught how to handle and carry apparatus and resources appropriately. Training for teachers about this is available from the PE Advisory Service. Children should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Specific guidance on all areas of activities is given by "Safer Practice in PE" document –additional LA guidance is available. The PE Coordinator will provide all staff teaching PE with appropriate guidance and access to the risk assessments.

Staff members who lack confidence in teaching areas of activities will be supported by access to INSET training either in school or on Sports Partnership or LA courses. Further details, advice is available from the PE Adviser.

Jewellery in PE

All items of jewellery should be removed for **all** P.E lessons.

Teachers **must not** remove earrings or take responsibility for the safe keeping of valuables.

Hair should be tied back at all times, where a child comes without a bobble, they will be given one by a member of staff.

It is respectfully requested that, where parents allow their children to have ear piercings, these are done at the start of the summer holidays allowing the necessary time for piercings to heal and not disrupt their child's access to PE lessons during the school year.

Special Educational Needs

Physical Education in the school will comply with three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Any classroom support provided must extend into Physical Education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

Equal Opportunities

Every pupil has equal opportunity of access to National Curriculum Physical Education. Learning experiences are adapted in such a way as to meet the needs of all pupils. We strive for equity in all areas of school life, including PE.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

Inclusion

We strive to provide effective learning opportunities for all children which meet the specific needs of individuals and groups of pupils.

This includes the essential principles of:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs

Non-Participants

PE is a curricular entitlement and as such **all** children should participate in PE activities as far as is possible. However, there may be occasions when a child is fit enough to attend school but not be able to take part in a PE lesson/activity.

In such a case:

A note signed by a parent or guardian should be given to the class teacher explaining why the child cannot take part in PE or the teacher be told verbally by the parent/guardian.

It may be appropriate to request a doctor's note following a **series of notes** from a parent or guardian.

Non-participants should be encouraged to take as active a part as is possible in the activities –eg. refereeing, timekeeping, scoring, evaluating performance.

Children who are unable to go swimming in the short term will usually attend the pool and as far as is possible, observe and evaluate the swimming lesson taking place. Under exceptional circumstances the child may remain in school under the supervision of another teacher with appropriate independent class work.

PE Kit

Children are expected to wear their own PE kit, as outlined in the school uniform list, which will be worn to school on their PE day. This allows the children to access their PE and sports activities and engage in these actively for the **full** PE time allocation. Children in Key Stage 2 will also need to provide themselves with swimming gear.

The kit recommended by the school for PE is a white t-shirt, black/navy shorts or joggers, a navy PE zoodie and black or navy pumps or trainers.

Pumps or bare feet should be used for Dance and Gymnastics.

Long hair should be securely tied back.

Staff should at least ensure that their own footwear is suitable and wear the staff PE kit – navy blue zipped jacket with school logo, navy blue polo shirt with school logo and navy blue or black jogging bottoms or track pants.

For swimming a change of footwear is a must – outdoor shoes must not be worn poolside.

Changing for PE/Sport

Children will attend school in their kit and are not required to change for PE lessons.

Where children are attending sports events to represent school, and are wearing specific school kits (athletics or football), they will be allocated a kit and an appropriate area in which to change.

Extra-Curricular Activities

The school offers a variety of after-school clubs and activities on a voluntary basis. These activities are open to any pupil in the relevant Key Stage.

The clubs depend on the interests and activities of the staff and will include the following: basketball, football, girls' football, multi-skills and cricket.

The school regularly competes in inter-school competitions, tournaments and friendlies, when staffing allows.

Inclement Weather

In the event of weather conditions making it unsuitable to participate in the planned activity, alternative arrangements should be made. These may include class-based activities around the activity or rescheduling the activity for another day. If the indoor space is available, the activity will be modified in such a way that the learning intentions may be met, and taught/held inside.

Role of the Subject Leader

The PE Subject Lead will:

- Review, monitor, appraise and contribute to (if necessary) teacher planning
- Develop and review policies
- Lead relevant staff meetings
- Plan and lead INSET activities
- Provide consultancy and advice
- Monitor, observe and review teaching and learning
- Be provided with the opportunity to work with all age groups in the school
- Have access to external inset and training
- Audit and replace resources in consultation with the staff
- Participate in, supervise and organise extra-curricular activities

This policy will be reviewed annually and updated when/if necessary.

Policy agreed by:

Staff:

Date: November 2025

Governors:

Date: November 2025

Policy Updated: November 2025

Next review: November 2026 (or earlier if required)