



Aspiration and Achievement for All

Physical Education Policy 2025

Adopted by the Senior Leadership Teams of
New Road and Park Lane Primary and Nursery Schools

Aspire Learning Trust

on 16th June 2025

Physical Education (PE) Policy

The subject leader for Physical Education is Mrs Bowden.

Introduction

PE plays a very important role in the development of our children. Through an enriched PE curriculum, a broad and wide range of after-school sport clubs and a varied competition programme, we aim to encourage a lifetime love of sport which inspires all children to maintain an active and healthy lifestyle and to reach their full potential. High quality and inclusive PE, sport and physical activity leads to improved fitness, health and well-being, concentration, attitude and academic achievement. Year after year, the range of sporting opportunities we provide at Orchard has been increasingly beneficial to the children at the school and has resulted in:

- Raising children's attainment
- Building self-esteem
- Learning to work as a team, developing leadership skills and building friendships which extend beyond school life
- Experiencing healthy competition which can ultimately help them to deal with life's successes and failures
- Encouraging and developing a healthy and active lifestyle Children's early years are critical in building the foundations, skills, engagement in and love of sport.

Curricular Aims

- Promote physical activity and promote healthy and active lifestyles.
- Encourage pupils to be physically active for sustained periods of time.
- Pupils engage in competitive sports and activities. • Develop the competence to excel in a broad range of physical activities.
- Develop positive attitudes to health, fitness and physical activity.
- To ensure safe practice.

Objectives

- To develop positive attitudes to participation in physical activity.
- To make informed decisions about the importance of exercise in their lives.
- To acquire and develop skills in a range of physical activities and sports.
- To learn how to select and apply skills appropriate to the activity being undertaken.
- To set individual targets and compete against themselves as well as others.
- To respond to a variety of challenges in a range of physical activities and environments.
- To take initiative, lead activities and focus on improving aspects of their own performance to achieve their potential.
- To swim competently, confidently and proficiently over a distance of at least 25 metres and use a range of strokes effectively.

Entitlement

Every child is offered a minimum of 2 high quality PE sessions a week. All children will learn and participate in the areas outlined in the curriculum overview for PE.

Physical Education Curriculum Planning

(Please also refer to the School's Curriculum Policy)

We use the national curriculum for Physical Education as the basis for our curriculum. Our curriculum planning is in three phases (long-term, medium-term, and short-term). Revising and consolidating skills helps children to build upon prior knowledge before introducing new vocabulary and challenge. Provision for Physical Education activities is part of the overall topic planning completed for each class termly.

The subject leader for Physical Education oversees the curriculum coverage and ensures that requirements are met. We plan the topics in Physical Education so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through the school.

Each unit of learning contains clearly defined knowledge that children will learn. In addition to what we would like the children to know we also provide opportunities for children to apply knowledge skilfully. This is detailed in our progression of skills document for Physical Education.

Curriculum Overview

Dance and Gymnastics

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Dance Olympics	Gymnastics	Dance Straw Bear	Gymnastics	Dance Flash Mob	Gymnastics
Year 1	Year 1 Dance Unit 1 Olympics	Year 1 Gym Unit 1	Year 1 Dance 2 Straw Bear	Year 1 Gym Unit 2	Year 1 Dance Unit 3 Flash	Year 1 Gym Unit 3
Year 2	Year 2 Dance Unit 1 Olympics	Year 2 Gym Unit 1	Year 2 Dance 2 Straw Bear	Year 2 Gym Unit 2	Year 2 Dance Unit 3 Flash	Year 2 Gym Unit 3
Year 3	Year 3 Dance Unit 1 Olympics	Year 3 Gym Unit 1	Year 3 Dance 2 Straw Bear	Year 3 Gym Unit 2	Year 3 Dance Unit 3 Flash	Year 3 Gym Unit 3
Year 4	Year 4 Dance Unit 1 Olympics	Year 4 Gym Unit 1	Year 4 Dance 2 Straw Bear	Year 4 Gym Unit 2	Year 4 Dance Unit 3 Flash	Year 4 Gym Unit 3
Year 5	Year 5 Dance Unit 1 Olympics	Year 5 Gym Unit 1	Year 5 Dance 2 Straw Bear	Year 5 Gym Unit 2	Year 5 Dance Unit 3 Flash	Year 5 Gym Unit 3
Year 6	Year 6 Dance Unit 1 Olympics	Year 6 Gym Unit 1	Year 6 Dance 2 Straw Bear	Year 6 Gym Unit 2	Year 6 Dance Unit 3 Flash	Year 6 Gym Unit 3

Games

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Football Multi-skills	Netball Multi-skills	Football Multi-Skills	Netball Multi-Skills	Athletics Field Skills	Athletics Track Skills
EYFS	EYFS Football Unit 1	EYFS Netball Unit 1	EYFS Football Unit 2	EYFS Netball Unit 2	EYFS Athletics Unit 1 Field	EYFS Athletics Unit 2 Track
Year 1	Year 1 Football Unit 1	Year 1 Netball Unit 1	Year 1 Football Unit 2	Year 1 Netball Unit 2	Year 1 Athletics Unit 1 Field	Year 1 Athletics Unit 2 Track
Year 2	Year 2 Football Unit 1	Year 2 Netball Unit 1	Year 2 Football Unit 2	Year 2 Netball Unit 2	Year 2 Athletics Unit 1 Field	Year 2 Athletics Unit 2 Track
KS2	Football	Netball	Tag Rugby	Hockey	Athletics	Athletics

					Field Skills	Track Skills
Year 3	Year 3 Football	Year 3 Netball	Year 3 Tag Rugby	Year 3 Hockey	Year 3 Athletics Unit 1 Field	Year 3 Athletics Unit 1 Track
Year 4	Year 4 Football	Year 4 Netball	Year 4 Tag Rugby	Year 4 Hockey	Year 4 Athletics Unit 1 Field	Year 4 Athletics Unit 1 Track
Year 5	Year 5 Football	Year 5 Netball	Year 5 Tag Rugby	Year 5 Hockey	Year 5 Swimming	Year 5 Athletics Unit 1 Track
Year 6	Year 6 Football	Year 6 Netball	Year 6 Tag Rugby	Year 6 Hockey	Year 6 Athletics Unit 1 Field	Year 6 Swimming

Delivery & Organisation

Each class has an allotted indoor activity time as well as access to outdoor areas, such as the playground and field. School staff use an adapted version of a bought PE Curriculum.

This curriculum provides lesson plans, resources and ideas for each curriculum area within PE for each year group. Teachers use to write their own plans that meet the needs of our children. In PE the overall structure of the lesson will generally be the same and consist of:

1. Learning Objective and Success Criteria.
2. Video-based classroom input if relevant.
3. A Fundamental Movement Skills-based warm up and stretch activity.
4. A series of technique / activity-based games relating to the initial Learning Objective. Pupils' capabilities should be developed with increasing demand made on physical and mental processes. Building on previous learning is essential and so too is working to achieve successful outcomes through repetition, application and refinement of skills.
5. The series of activities will then end with a game or activity where the skill learnt is then applied. High levels of activity, avoiding dead spots (pupils sat down, doing nothing) with clear expectations for high work rates to be maintained are important.

The physiological benefits of exercise should be explained and understood and their association with health emphasised. High expectations will be set for individual and group achievements. Pupils extended both physically and intellectually through interesting tasks. In lessons pupils will be encouraged to make decisions. They will be given responsibility for equipment, group organisation and at times their own learning as they practice and repeat movements to improve efficiency and the quality of their performances.

6. The lesson is then concluded with a cool down exercise with dynamic or static stretching.
7. Plenaries and mini plenaries take the form of constant evaluation of performance, consistently throughout the lesson.

Children will also learn about and discuss physical activity through cross curricular themes and sessions in PHSE.

Teaching

We use the three components of an explicit teaching approach to ensure that all children learn in a clear and supported manner (see Teaching and Learning Policy).

Explicit teaching often follows the "I do, we do, you do" framework. This structured approach ensures that teaching progresses systematically:

1. **I do:** The teacher demonstrates a skill or concept, making their thinking process visible to the class.
2. **We do:** The teacher and students practise together, guided by the teacher.

3. **You do:** Students practise independently, applying what they've learnt.

Sports Coaches

We use a proportion of our Sports Premium to employ a coach to assist with lesson planning and delivery, staff CPD and pupil assessment and development. We employ Janette Bowden (Sports Coach) and coaches from Peterborough United to deliver PE sessions and after school clubs. Further details of these activities can be found on the school website.

Assessment for Learning

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess the progress of individual children. Assessment is built into Physical Education throughout the lesson. There is planned opportunity for day-to-day assessment against clear intended learning outcomes.

Individual attainment in Physical Education is assessed by class teachers using our school marking and feedback policy, to maintain lesson by lesson feedback and understand next steps to be built on and where individual needs sit. Teachers will also use a combination of assessment sheets/quizzes and spoken/written tasks at the end of each unit to give a basic assessment of what has been learnt.

Early Years Foundation Stage (EYFS)

We encourage the physical development of children in our foundation stage as an integral part of their work. We relate the physical development of the children to the EYFS Early Learning Goals. We give all children the opportunity to do activities that offer physical challenge, both indoors and out and by using a wide range of resources to support the learning and development of skills.

Swimming

All pupils in Year 5 and 5 will participate in swimming lessons in the Spring and Summer Terms. Lessons are delivered at the Manor Leisure Centre Pool, Whittlesey by qualified swimming teachers and experienced teachers. Swimming assessment is based on whether a child can swim 25 metres with confidence and independently based on the National Curriculum requirements. Other skills and techniques will be assessed through observations by the swimming instructors. Children who have not achieved the required 25m standard will then be taken during Year 6 for additional swimming lessons.

Non-participation

PE is a compulsory subject as outlined in the National Curriculum and requires all children to participate fully in Physical Education lessons. Children can only be excused from the physical aspects of PE if the school receives an email or telephone call note from their parent/carer stating either physical illness or injury that prevents their participation.

Resources

Physical education resources are used by children and staff in a number of ways including:

- To enable them to create and perform dances.
- To enable them to participate in 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 PE 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 for keeping the playground equipment tidy. The rota for play equipment is drawn up by the Senior Lunchtime Supervisor and the Sport Leaders.

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 subject leader, who is then responsible for having it repaired or disposed of.

Clothing

- All children wear a PE uniform on their PE days, details of which are in the uniform policy.
- All teachers should at least change into appropriate footwear for the teaching of PE. It is preferable that teachers change into a PE kit.
- Suitable clothing for all children within the school is a white t-shirt; navy shorts or jogging bottoms; suitable trainers or plimsolls.
- No jewellery is to be worn in PE. Pupils are expected to remove their own jewellery, including piercings, or get their parents/carers to do so before school. Earring tape is allowed but only if brought in and applied by the child themselves.
- Long hair should be tied back.
- For dance and gymnastics pupils must be bare-footed and for gymnastics all pupils must tuck in their T-shirts.

Extra-Curricular Opportunities and Enrichment

Children are offered frequent opportunities to engage in a variety of extra-curricular activities after school, with clubs changing each half-term.

These activities provide opportunities for more advanced coaching and competition with children from other schools and larger scale team games. It is also the aim of the school to have children as active at lunchtimes as possible.

Lunchtime supervisors encourage this and are given resources to help promote active lunchtimes. We also have Sports Leaders, who work in conjunction with the subject leader, who lead and manage playground activities every day of the week.

As part of our Sports Day, we run competitive races for Nursery, Reception, Key Stage 1 and 2 in House teams.

We have recently been successful in maintaining our School Games Platinum Kitemark for Sports Provision for the next 2 years with the intention of maintaining this in future years.

Health and Safety

Safety should be paramount when planning PE activities. The following guidelines should be referred to by all teachers when planning their PE curriculum: Swimming and Water Safety in the National Curriculum (Swim England, NGB); Safe Practice in Physical Education and Sport (2016 AFPE). Dynamic risk assessments should be made prior to and during PE lessons and all school risk assessments followed at all times where necessary.

Safety aspects should be considered with the children prior to the task. Children should develop their own abilities to assess risks and to consider their own safety and that of others. 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 subject leader should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the subject leader when any items need replacing or repairing. Any items constituted a danger should be taken out of use immediately.

To minimize 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.
- All large items of PE equipment are inspected annually by an independent safety officer under a contractual agreement. Teaching staff should ensure equipment is safe and in a good condition and suitable to the needs and abilities of the children. Any faulty equipment should be reported to the Subject Leader who will then remove, repair or replace the faulty equipment.
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
 - 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 follow the school's behaviour policy at all times.
- Children should be made aware of the importance of stretching 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.
- Pupils should be responsible for their own inhalers and always have them with them. For younger children, a member of staff will ensure inhalers are on hand immediately during PE lessons.
- Pupils should warm-up and cool-down at the start/end of each session.
- New staff have an induction on how to use the school PE equipment safely.

Accident Procedure

In the event of an accident the class will be settled and then help will be sent for as soon as possible. There are trained first aiders in each area of the school; they will then follow set procedures for specific injuries.

Sports Premium Funding

For information about how the school spends the Sports Premium Funding, please see the PE subject folder or the school website.

Monitoring and Review

The Physical Education subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in Physical Education lessons. S/he is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for Physical Education in the school.

After monitoring the impact of the curriculum/teaching or the medium-term planning, the subject leader presents the Headteacher with a report which evaluates strengths and weaknesses as well as indicating areas for further improvement. The subject leader also undertakes lesson observations, giving personalised feedback and pointers for improvements when required. This policy will be reviewed at least every two years

Review of the Policy

The policy will be reviewed within the cycle of the School Development Plan. Alterations and amendments will be incorporated into a revised policy based on the review.