

St Mary Magdalene C of E Primary School
Headteacher: Miss S Robinson
Deputy Headteacher: Mrs S Pearson



PE

Policy

March 2025



PE Policy

Aims

Our Vision and Values In our family, we have the courage to embody Jesus' love for us. We put others' needs above our own. We act with integrity and respect. And when others fall short of our expectations, we support them to atone and extend our forgiveness. In doing this, we prepare children to live life in all its fullness: its joys and celebrations, its sorrows and struggles. The values which are most pertinent to this policy, alongside their links, are detailed below:

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you." (Joshua 1:9)

Courage

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders make bold curriculum choices that enable children to:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life's challenges.

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you." (Joshua 1:9)

Love

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this. In our family, love impels us to:

- put others' needs above our own;
- act with humility and without entitlement;
- empower all our community to flourish and succeed;
- provide a haven of compassion and safety, where children and adults know that they are cherished; and
- support those experiencing suffering and sadness – in our community and beyond.

"Let all that you do be done in love." (1 Corinthians 16:14)

Respect

We seek to model to children an ethos of living well together. The flourishing of pupils goes hand in hand with the flourishing of the wider school community: staff, families, governors and friends of the school. Just as Jesus respected people by taking the time to care for them, we endeavor to:

- celebrate the Christian faith;

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- foster deep respect for other cultures, faiths and traditions;
- provide an inclusive environment where special provision is afforded to those with disabilities or special educational needs; and challenge inequality.

“Whatever you wish that others would do to you, do also to them.” (Matthew 7:12)

At St Mary’s we aim to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. At the school, we offer pupils the opportunity to compete in sports and other activities, in order to help build character and reinforce values such as fairness and respect.

PE lessons are taught with the following aims in mind:

- Meet the requirements of the national curriculum
- Promote a healthy lifestyle
- Encourage physical activity and exercise
- Build self-esteem, confidence and resilience
- Provide all pupils with access to the lesson
- Develop pupils’ academic, social and physical ability
- Encourage good behaviour and respect amongst pupils
- Promote team work and cooperation amongst pupils

This policy outlines what pupils will be taught during PE lessons and how they are expected to behave, as well as the measures taken in order to ensure the health and safety of pupils, including role-specific responsibilities.

Legal framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2013) ‘National curriculum in England: PE programmes of study’
- DfE (2017) ‘Statutory framework for the early years foundation stage’

This policy has due regard to the most recent version of the following school policies:

- [Teaching and Learning Policy](#)
- Health and Safety Policy
- Accident Reporting Procedure Policy
- First Aid Policy
- Uniform Policy
- Pupil Accident Log

Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Liaising with staff members to develop an effective PE timetable.
- Maintaining and replacing equipment.
- Monitoring the learning and teaching of PE, providing support for staff where necessary.

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- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all PE-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring DPE opportunities in the subject.
- Creating an action plan at the start of each school year, identifying any areas of improvement within the subject which need to be addressed.

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Planning lessons effectively, ensuring a range of teaching methods are used, annotating planning to show progression within each lesson.
- Attending PE lessons once a week with a Sports Coach for personal DPE.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class.
- Undertaking any training that is necessary in order to effectively teach the subject.
- Participating in any necessary training or DPE.

Parents are responsible for:

- Providing their child with the necessary PE kit – children to come to school in their PE kit on their PE days.
- Providing their child with appropriate footwear for PE classes.

The Early Years Foundation Stage (EYFS)

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.

Physical development within the EYFS framework is one of prime areas for learning.

The related early learning goals are split into fine and gross motor skills

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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.

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.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson with a sports coach.

Key Stage 1 and 2

During KS1, pupils will be taught to:

- Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination, beginning to apply applying these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

During KS2, pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, for example, through handball, basketball and tennis.
- Develop flexibility, strength, technique, control and balance through activities such as gymnastics and athletics.
- Perform dances using a range of movement patterns.
- Compare their performances with their previous ones and demonstrate improvement to achieve their personal best.

Lessons are blocked in units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively. These units are revisited each year, with the skills recapped and new skills taught.

Currently swimming lessons take place weekly for Year 3 during the summer term at Lammas Leisure Centre. Children are taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations.

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Contribution of PE to teaching in other curriculum areas

English

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

Maths

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

ICT

Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills. Videos of professional/skilled athletes are also used to help develop good technique and are occasionally shown to children on the interactive whiteboard before or after lessons.

RSE

RSE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

Christian Values

Through sport children are taught our school values of: courage, respect, love, honesty and forgiveness.

Curriculum Progression and Sequencing

- The school carefully sequences knowledge, concepts and procedures to build knowledge and skills systematically over time. This is illustrated by way of a Curriculum Progression Map which sets out the skills taught in each year group across the school alongside the order of sports taught.
- The school also sets out Long Term Overviews which mirror and add detail to the Progression Map by setting out the length of time to be spent on each unit.
- The school creates long term, medium term and short-term plans for the delivery of PE.
Long-term: Includes the topics covered each half term for each key stage.
Medium-term: Includes the details of the work studied each half term.
Short-term: Includes the details of the work studied during each lesson.
- Each year group will have a sports coach to deliver or teach alongside the teacher once a week.
- Pupils will be encouraged to evaluate their own performance, as well as the performance of others.
- Pupils will be given the opportunity to collaborate and compete with each other.
- A variety of resources, including indoor and outdoor sporting equipment will be used.

Inclusion

- Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.

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- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- For the purposes of competitions, all children will be given the opportunity to participate in the experience

Assessment

- Teachers assess children's work in P.E. with support from the sports coach by making assessments as they observe the children working during lessons.
- At the end of a unit of work, teachers and coaches make judgements as to whether a child has met, exceeded or is working towards the expectations for each individual lesson and this should be recorded and can be used to enable the teacher to make an annual assessment of overall progress for a child when writing annual report for parents.
- This assessment will be input into INSIGHT by the class teacher with support from the Sports Coach or PE Lead where needed.

Health and Safety

Health and good safe practice is always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential and children's attire is checked by teachers prior to undertaking PE activities.

PE Kit

Children are encouraged to wear appropriate PE clothing to school on their PE days. Shorts/jogging bottoms, t-shirts and sensible footwear for outdoor activities. Class teachers are responsible for speaking to parents of children who regularly forget to attend school in their PE kit. In the event of no kit or trainers children will be given a spare school PE Kit and it will be at the teacher's discretion to determine whether the child's school shoes are suitable for physical activity.

Jewellery

Children must not wear any kind of jewellery in PE lessons, including watches and earring. Children who wear earrings must be able to remove them their selves or not wear them to school on PE days, with the exception of ears that have been pierced recently, these can be covered with microporous tape or plasters which should be applied by the child. Children with long hair are reminded to tie it up securely.

Weather

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Classes are each timetabled to two sessions in the hall each week, so if the weather is not appropriate for outdoor PE, the PE lesson can still go ahead. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

Staff dress

Staff must wear appropriate clothing and footwear when teaching PE.

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Extra-curricular activities

The school provides a wide range of PE-related activities for children of all ages and abilities at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. These extra-curricular activities include sports such as, gymnastics, dance, football and multi skills. These are usually run by external providers.

The school also plays regular fixtures/competitions against other local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children. Participation and success of extra-curricular events, such as sporting competitions will be celebrated during assemblies.

Monitoring and review

This policy will be reviewed on an annual basis by the head teacher and PE coordinator, with any changes to the policy being communicated to all teaching staff and governors

The curriculum plan will be monitored and evaluated by the PE coordinator including the planning, assessment and reporting arrangements.

The spending and impact of the PE and sport premium is monitored by governors.