



FULFEN
Primary School

Leading the way
to a brighter future

Love of Learning... **E**ncouraging... **A**daptable... **D**etermination...

PE Policy

Last Reviewed: January 2026

Review Date: January 2027



Curriculum Aims

At Fulfen Primary School, we believe that *every* child should have access to opportunities and activities that are designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, we aim to inspire our children to participate in regular physical activity and/or competitive sport well into adult life and value an active lifestyle.

Physical Education not only improves physical and mental health and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Our aim is for both children and adults to be aware of the value of physical activity and sport.

At Fulfen, we are passionate about school sport, actively encouraging all children to take part in extra-curricular activity and competitions.

Our curriculum has wide breadth and clear progression of interconnected knowledge and skills. It is ambitious for all groups, including SEND. Greater depth opportunities are available for every pupil to reflect our high expectations, provide them with competition and encourage them to participate in sport at a higher level. It is designed to increase each child's self-confidence and aspirations, recognising the way in which physical activity can play an important role in the personal development of each child.

Fulfen's LEAD values are very much in evidence within the PE curriculum. When learning a new sport or skill they show a **love of learning** and seek strategies to overcome barriers and challenges. Children demonstrate **encouragement** when cooperating and collaborating with others, as well as being **adaptable** as part of a team. **Determination** is clearly exhibited when pupils are learning a wide variety of sports and physical skills.

Curriculum Organisation and Planning

Physical Education in the Early Years (EYFS)

In Pre-School and Reception, all children are taught PE activities as an integral part of the learning covered during the academic year. All learning intentions within the EYFS are underpinned by the objectives of the early learning goals (ELGs) and the ELGs relating to Physical Development provide essential skills and building blocks upon which Key Stage One can build.

By the end of Reception, pupils will be developing their fundamental movement skills: rolling - running - crawling - hopping - walking - skipping - jumping – climbing.

Balance, coordination and agility are taught and pupils will be developing overall body strength in order to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.

In Key Stages One and Two, PE is taught by class teachers and a specialist Sports Coach.



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PE Resources are regularly audited and replaced by the Subject Lead. Equipment for lessons (balls, cones, rackets, nets, athletics kit) is stored in the secure sheds on the school field. (Lunchtime equipment is stored in the shed on KS2 playground.)

The PE Curriculum

- PE at Fulfen Primary School provides challenging and enjoyable learning through a range of sporting activities including Invasion Games, Net & Wall Games, Strike and Field Games, Gymnastics, topic-based Dance, Outdoor & Adventure Activities and Swimming
- The PE Curriculum Map sets out the PE Units/Activities which are to be taught each half term throughout the year and ensures that the requirements of the National Curriculum are fully met.
- A scheme of learning from Primary PE Planning is used to ensure planning, content and delivery is age appropriate. This scheme ensures lessons, year on year, are progressive.
- All lessons will include a Warm-up, Teaching / Skill Development, Activity and a Cool Down, along with 'How to' videos to support staff.
- Pupils in Year 5 attend swimming at Chase Terrace Academy for one term each year.
- Pupils have opportunities to participate in local sports competitions and School Games tournaments.
- All children in KS1 and KS2 have the opportunity to participate in extra-curricular sports activities throughout the year.
- A Residential OAA experience is offered to children in Years 5 and 6 each year and also an On-Site Camping Experience for Y4.
- There is an annual Sports Day for all pupils in the summer – parents and carers to attend.

Use of Technology

iPads are used in lessons as a tool to assist with learning and to make tasks more efficient or more effective. In PE, pupils can use their devices to record, watch, evaluate and refine their practice in lessons such as Dance or Gymnastics.

Assessment and Feedback

Assessment

Assessment of pupils is at the heart of our planning, teaching and learning.

Practical tasks such as a sequence of moves in gymnastics, a dance routine or an invasion game will be assessed at the end of a unit and pupils assessed against the specific success criteria. The Success Criteria is shared at the beginning of each lesson and referred to throughout.

Reports will follow the format of 'All, Most, Some' and will highlight the pupils achieving Beyond Expectations and those who are Working Towards Expectations.



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Feedback

Feedback is given to pupils in order to further their learning and improve their thinking. Our regular, timely feedback has an impact on pupils' future performance and gives children the responsibility for improving their own work. Some of the ways in which pupils receive feedback:

- Verbal comments and questions;
- Peer and self-assessment are utilised.

Monitoring and Evaluation

The Senior Leadership Team and PE Lead manage a programme of monitoring and evaluation of the teaching and learning in the school through:

- implementing of a monitoring cycle
- Seesaw monitoring (when appropriate)
- learning walks / lesson observations
- Pupil/ Staff Voice

Our PE curriculum is also regularly reviewed for effectiveness by class teachers to see if children have learnt what was intended. It is also adapted so that it remains in line with local and regional events. For example: - teaching Tag Rugby and Invasion skills in the term when a tournament or competition is scheduled. This results in us constantly adjusting to improve our curriculum to ensure it evolves and continues to be ambitious.

After-School Sports Clubs are also tailored and adapted depending on the upcoming competitions/tournaments.

Roles and Responsibilities

Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.



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- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

Subject Lead

The subject leader is responsible for:

- Preparing and reviewing policy documents, curriculum overviews and progressions for the subject which support the challenging demands of the national curriculum.
- Ensuring the continuity and progression from year group to year group and that learning is cumulative and ambitious.
- Keeping abreast of current thinking, research and policy changes which impact PE in school and helping to develop colleagues' expertise in the subject by leading staff training and providing staff members with the appropriate professional development.
- Liaising with local high school PE leads to ensure that provision is also tailored to the children's needs when they move to their next school setting.
- Liaising with the named governor to report on progress and attainment in PE.
- Monitoring the learning and teaching of PE, providing timely support for staff where necessary and ensuring that learning time is maximised.
- Carrying out audits of all PE-related resources and organising their effective deployment and the purchase of additional resources as necessary.
- Advising on the contribution of PE to other curriculum areas, including cross-curricular and extra-curricular activities.
- Ensuring common standards are met for assessing children's attainment and progress.



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Other Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Parents

- Providing their child with the necessary PE kit (polo top, black joggers/leggings and PE hoodie/ sweatshirt)
- Providing their child with appropriate footwear for PE classes.
- Ensuring that, where necessary, a doctor's note or similar evidence is provided when their child cannot participate in PE lessons.

Pupils

- Acting in accordance with the Pupil Code of Conduct at all times.
- Attending school in their PE kit on the appropriate days.
- Hair to be tied up and **ALL** jewellery, including stud earrings to be removed on PE days.
- Notifying their teacher of any reason why they should not participate in PE lessons and providing appropriate evidence, where necessary.
- Adhering to the Behaviour Policy at all times.

Scaffold and Challenge

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan/ adapt lessons so that pupils with SEN and/or disabilities are scaffolded in order that they can study PE wherever possible and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

In planning lessons, the teachers will aim:



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- To provide breadth and balance of activities for all children.
- To provide a PE curriculum that meets the needs of all children.
- To set suitable learning challenges for individuals or small groups of children where necessary.
- To respond to pupils' diverse learning needs.
- To liaise with the SENCo to ensure that provision is made for all children with SEND.
- To relate activities for SEND children to their Personal Learning Plan targets.
- To overcome potential barriers to learning and assessment for individuals and groups of pupils.
- To provide scaffolding and appropriate resources for pupils where necessary.

Spoken Language

The national curriculum for PE reflects the importance of spoken language in pupil's development across the whole curriculum - cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their Physical Education vocabulary. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion and carefully tailored questions to probe and remedy any misconceptions or inappropriate use of language within a physical activity.

British Values & Culture

British Values

Our school reflects the British values in all that we do. We aim to support our children throughout their primary school journey so they can develop into safe and caring individuals who will become democratic, responsible and tolerant adults who will make a positive difference to the society they live in. Some of the ways in which British values are embedded within PE are:

- Pupils are taught about the need for different roles and different responsibilities, including teamwork and decision making.
- An elected member of the Sports Council.
- Pupils are taught about age-appropriate rules, fairness and respect, through a variety of PE activities.
- PE recognises individual differences and the views of individual pupils are listened to and respected within an acceptable framework.
- Pupils are taught about historical, cultural and religious differences, through a variety of PE activities.
- Pupils respect PE equipment and school buildings/facilities.
- Fulfen engages in competition and encourages competition within and across the community.



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Overall, a broad and balanced PE curriculum can develop a range of life skills and values. A whole school approach can successfully promote fundamental British values.

Culture & Diversity

Culture and Diversity within PE means that pupils are given the opportunity to know, understand and learn games and dances from different traditions as well as being able to appreciate and challenge the differences between male and female roles within sport. Pupils are taught to avoid and challenge stereotyping with PE activities.

Sport Premium Funding

In March 2013 the government announced that they would introduce a dedicated primary PE and Sport Premium that would go directly to primary school head teachers so that they could decide how best to use it to provide sporting activities for pupils. The government has continued to commit to funding the primary school Sports Premium up until 2024 – an investment worth over £750 million.

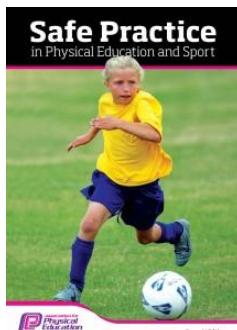
Since September 2013, Ofsted inspections have reported on PE and sport provision and on how schools spend their additional funding. Schools are accountable and are required to publish details of how they spend (or will spend) their PE and sport grant on their websites.

Details of how the Sport Premium Funding is spent at Fulfen Primary School are found on the school website.

Safeguarding in PE

Safeguarding in PE

In all areas of PE, safety guidelines should be strictly adhered to, in order to promote safe practice and fulfil the safety requirements of the National Curriculum. We follow the safety guidelines '**Safe Practice in PE and School Sport and Physical Activity**' guidance provided by the Association for Physical Education. A copy of the document is accessible via Safe Practice website.



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Staff must all be aware of safety guidelines for PE found online, '[Safe Practice in PE and School Sport and Physical Activity](#)'.

Health and Safety is an integral part of pupils' learning in PE and they are taught to recognise and take some level of responsibility for their own safety. They are taught to recognise and be aware of hazards that are present from an early age.

Links to other policies

This policy links to the following policies and procedures:

- EYFS Policy
- SEND Policy
- Equality Information and Objectives

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).



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