



Kirkby C of E Primary School

PE Policy

Introduction

This policy outlines the teaching, management and organisation of Physical Education (PE) at Kirkby Church of England Primary School. It reflects our curriculum intent to develop the whole child – physically, socially, emotionally and mentally – and to instil a lifelong love of being active. All staff have contributed to this policy and its implementation is the responsibility of all teaching staff. Our PE policy was last reviewed for the current year 2025/2026 and has the full agreement of the Governing Body.

Physical Education, School Sport and Physical Activity (PESSPA) is of the highest quality, experienced regularly and delivered in a safe and supportive environment at Kirkby Church of England Primary School.

In the early years foundation stage (EYFS), children are taught fundamental movement skills. Across the school, our aim is to develop pupils' competence as a priority because of its relationship to motivation, enjoyment and its potential to build confidence and engagement in physical activity and sport.

All pupils take part in at least two hours of PE per week. The physical activities and sports we teach are carefully selected to match the breadth and ambition of the national curriculum. Our PE programme is coherent and designed to support all pupils to know more and do more. We aim to reduce inequalities and teach the important knowledge pupils need to meet our ambitious end points, especially those from disadvantaged backgrounds or with SEND.

Staff value the important role of PE and its contribution to the whole child. They are determined that all pupils enjoy and participate in sport and physical activity and equip them with the knowledge to make informed decisions about how to live a healthy, active life.

Aims of a PESSPA Programme

The aims of our Physical Education, School Sport and Physical Activity (PESSPA) programme are aligned with our curriculum intent. We aim to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities, to become physically confident in a way that supports their health and fitness, and to build character through values such as fairness, respect and resilience.

- Develop physical competency in a wide range of physical activities that provide appropriate challenge with acceptable risk
- Build confidence and resilience to try hard and make progress across all activities
- Enjoy learning in and through the subject across the domains of physical skills, creative and thinking skills, and social, personal and leadership skills, and be able to apply those skills across their wider learning and beyond school
- Be highly motivated and understand how to plan, organise and lead their own healthy, active lifestyles as well as influence those around them
- Develop their physical well-being through increased stamina, strength and suppleness, and recognise the positive impact on their emotional well-being and health from engaging in physical activity on a regular basis
- The impact of our PE curriculum is measured through pupil outcomes, attitudes and engagement, character development and readiness for the next stage. Children develop secure knowledge and skills across a wide range of sports, demonstrate enthusiasm and resilience, and leave Kirkby CE with confidence and respect for others.

Planning the Physical Education Programme

We have a clear rationale for prioritising what physical activity we include on our PE curriculum and when it is taught. The national curriculum ambition leads our curricular planning but we determine exactly what pupils need to be taught and sequence it so that they can develop competence over time.

We have selected clear, specific and ambitious end points and staff plan pupils' learning objectives and outcomes to suit the needs of their class. We work hard to identify any gaps in motor competence and address these quickly, particularly fundamental movement skills.

Pupils with special educational needs and/or disabilities (SEND) are supported to achieve well in PE because staff have clear, specific and actionable information to support them in meeting the pupils' needs in a PE setting. In addition, staff are trained to implement specific strategies for our SEND pupils.

All teachers teach their own class for PE, not only to develop the declarative and procedural knowledge of the subject but also because the teachers know their pupils' personal, physical, social and health needs, and make appropriate cross-curricular links wherever possible.

Each unit of work in the scheme will be adapted by individual teachers to provide appropriate challenge for all pupils, to extend those who are more able and provide appropriate levels of support in order for all pupils to make progress.

The learning objectives are made clear to pupils at the beginning of each lesson and revisited throughout the session.

Explicit learning about safety is annotated on the plans where appropriate and teachers monitor students' understanding of safe-practice principles and ability to apply them effectively. Teachers also conduct their own risk assessments, and plan adapted learning tasks and assessment opportunities and ensure these are noted on their short-term plans.

Where appropriate, pupils are also taught some of the mental and social benefits of participating in physical activity and encouraged to articulate similarities and contrasts between different activities.

Our school has worked hard in recent years to make purposeful links between PE, PSHE and science teach pupils important age-appropriate knowledge about how to live a healthy, active life.

Each lesson includes a warm-up and cool-down relevant to the main activity and learning environment/ weather conditions and all pupils should be physically active for sustained periods of time in every lesson.

Progressively, they learn about the components of fitness and how to perform warm-up and cool-down exercises, paying attention to the principles of safe exercise practice.

The use of visual aids and ICT is strongly encouraged to enhance learning.

Swimming and Water Safety

Swimming is a statutory area of the PE national curriculum and all pupils at Kirkby C of E primary school have access to swimming instruction in KS2

The national curriculum aims are to teach pupils to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively such as front crawl, backstroke and breast stroke
- perform safe self-rescue in different water based situations.

Swimming takes place at Kirkby Swimming pool for Years 3-6 pupils, for 2 weeks of the year.

Lessons are planned and delivered by the pool provider's swimming instructors and class teachers are strongly encouraged to support the sessions. Our school has a good oversight of what is taught and how it is taught.

The instructors provide pupil assessments at the end of each term and we decide if we will use some of our PE and sport Premium grant to provide further lessons for those pupils who have not reached the national expectation.

Water Safety is also taught by the swimming instructors and also by class teachers as part of our PSHE curriculum.

Time Allocation

At Kirkby CE, PE is delivered throughout the whole day. We make maximum use of our limited facilities. Not all of our pupils learn to participate in physical activity or sport beyond PE lessons so it is important we use our timetabled lessons strategically to teach all pupils the important knowledge they need to make informed decisions about how to live a healthy, active life.

A timetable showing when each class is either outside or indoors is distributed amongst staff.

All classes have at least two hours of PE each week.

In KS1 and KS2 is separated into an indoor session and outdoor session. The lessons are planned to enable the development of more complex skills, knowledge and understanding, such as compositional work using gymnastics apparatus and applying strategies through playing games. All class teachers will seek opportunities to develop the learning through a cross-curricular approach.

Throughout the year, each class has the opportunity to enhance their session by working with professionals such as the LFC Foundation. This influence supports staff CPD and enhances opportunities for each child.

Pedagogy

- The PE curriculum sets out clear knowledge progression across year groups.
- Staff use this to inform planning, teaching approaches and assessment.
- High-quality PE provision enables pupils to:
 - Retain knowledge long term
 - Develop competence in physical activity

- Staff are supported to develop subject expertise to ensure the best outcomes for pupils.
- Teachers:
 - Identify and address misconceptions quickly
 - Provide clear explanations, modelling, practice and feedback
 - Plan frequent opportunities to check understanding
- High expectations are set to promote engagement and progression.
- Support is reduced as pupils demonstrate greater independence.
- Curriculum design ensures:
 - Breadth and depth of coverage
 - Sufficient time to build knowledge and proficiency before moving on
- Modelling is central to teaching. Staff:
 - Demonstrate movements and patterns clearly
 - Encourage the use of precise vocabulary
 - Promote recall of declarative and procedural knowledge
- The STEP method is used to adapt activities, particularly to support pupils with SEND.

Assessment

- Assessment is fully aligned to the PE curriculum.
- Declarative and procedural knowledge underpin the assessment criteria.
- Staff use consistent methods to assess learning, including:
 - Observation and questioning
 - Pupil feedback and self-target setting
 - ICT portfolios to evidence progression and performance
- Assessment information is used to:
 - Revisit insecure content
 - Address misconceptions before they are embedded
- Clear end points are identified and broken down across units.
- Pupils understand:
 - What they are learning
 - What they are working towards
- Progress is recorded at the end of each unit, providing a clear overview across the academic year.

Recording and reporting

We record pupils' progress track how they are doing against national expectations.

Significant achievements or weaknesses may also be noted in lesson evaluations and used to:

- Inform future planning by the current teacher or a new class teacher
- Form part of the statutory annual reporting process and in discussions with parents
- Help pupils as a basis for future target setting
- Provide information to ensure continuity of progression throughout transfer between classes and key stages.

Prior to learning all children are monitored of their understanding of the subject, after each topic the children then monitored using an end of assessment unit in regards to their performance.

All performance's and assessments are kept-up-to-date on of online system Get Set 4 PE.

Monitoring standards of Teaching and Learning

Subject monitoring and evaluating is carried out by the subject leader with support from the school leadership team where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PE.

- observation of teaching and learning, including support staff and coaches, to assist in the identification of strengths and development needs
- assessment of pupil progress and achievement
- pupil interviews
- self-evaluation of the subject/Quality Mark application

Extra- Curricular Activities

In addition to timetabled PE lessons, extra-curricular experiences are offered to all pupils to increase their competence and confidence. We align our extra-curricular provision to our curriculum to provide additional depth to timetabled PE.

Attendance at the clubs and activities is monitored to ensure our extra-curricular programme is inclusive.

The aims of our extra-curricular programme are to:

- provide a balance of competitive and non-competitive activities through intra- and inter-school events
- embed values such as fairness and respect and build character

- provide specific movement/general physical activity clubs to develop health and fitness
- provide opportunities for pupils to practice what they have learned in PE and receive targeted provision where needed
- ensure that every student is offered the opportunity to attend a minimum of one experience each term

To ensure the quality and sustainability of our extra-curricular programme, the school will:

- engage pupils in designing the extra-curricular experiences through the Sports Council
- ensure that the subject leader takes responsibility for forging strong local community club links (club coaches visit school/pupils attend club taster days/clubs advertise on noticeboard)
- inform pupils and parents of the range of extra-curricular experiences.

Active Lunch Times

At lunchtimes pupils are supervised by trained Play Leaders who, along with our Young Sports Leaders provide purposeful skill and health enhancing activities that aim to improve behaviour, attitudes to learning and healthy living.

Staff Development

We adopt a strategic approach to developing staff's subject knowledge, and how to teach it, through continuing professional development. All staff receive effective training in teaching our planned curriculum. We also provide appropriate professional development in health and safety matters on a regular basis to ensure staff are confident and competent in all the areas of activity taught. The PE and Sport Premium, funded by the Government, is used to upskill all staff where needs are identified. The impact of our CPD programme can be found on our website, under the PE and Sport Premium Tab.

Leadership and Management

The PE subject leader is responsible to the head teacher and will ensure that the following tasks associated with the role are carried out where appropriate:

- developing good classroom practice

- managing the budget including the PE and SS Premium, based on the needs identified through the monitoring and evaluation of the subject, staff audit and the whole-school development plan.
- posting reports on the school website about the allocation of the PE and SS premium and its impact
- auditing, ordering and reviewing the efficiency of equipment, learning resource and accommodation management to ensure all pupils are well taught
- attending courses to further their own professional development and providing information, support and appropriate continuing professional learning for colleagues
- monitoring classroom practice and planning, auditing needs for continuing professional learning to ensure high quality delivery and impact on the children is achieved
- making all resources available to all staff, including health and safety policy, schemes of work, assessment materials and resources to support learning
- carrying out risk assessments in line with employer procedures
- extending relationships and contacts beyond the school and in the local community
- keeping up to date with and implementing any national, employer and local developments as appropriate

Equity and Inclusion

Every child is taught to be the best they can be in PE. We are aware of pupils who come from disadvantaged backgrounds and provide equitable learning environments. Support is provided to ensure each child can succeed.

We contextualise the learning environment for the pupils focusing on adapting the content, teaching models and approaches, learning tasks and equipment/resources to cater for all pupils.

The way PE is taught is central to ensuring enjoyable, positive, and meaningful experiences for all pupils.

Teachers should ensure that all pupils are welcomed into PE and should adopt specific strategies for including all pupils. Stereotyping through gendered activities and approaches should be challenged to ensure that all pupils are able to participate without fear or prejudice.

Health and Safety

We follow the PESSPA guidance provided by the Association for Physical Education (afPE); '*Safe Practice in Physical Education, School Sport and Physical Activity*'.

Risk Assessment/Managing Risk

In PESSPA, safe teaching is achieved where there is a balance between appropriate challenge and acceptable risk and the likelihood of injury occurring is minimised.

A logical and structured approach to preparation, referred to as “**forethought**”, is an essential part of effective teaching, managing and learning.

Where this process reveals a risk that cannot be sufficiently managed, then the planning needs to be reviewed.

During the thorough risk assessment of the school, which is carried out on a termly basis (in line with the statutory requirements under the Management of Health and Safety at Work Regulations 1999), significant risks are reported to the head teacher.

Indoor and outdoor clothing and footwear

School PE KIT should be worn throughout the year with weather dependant modifications.

Colder weather wear – Royal blue PE jumper with school badge, Black PE Jogging bottoms, white t-shirt and trainers (either Velcro or laced).

Hotter weather wear- White PE T-shirt, black shorts, Royal blue PE jumper with school badge and suitable footwear.

Long hair worn by students should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

For classroom-based movement in a limited space or **playground activity** (eg “wake and shake” type activities), it is acceptable for children to remain in their school uniform. During this type of activity, children work within a small area or on the spot, and safety concerns linked with slips, trips and falls are reduced.

Religious and cultural clothing

To maximise safe and meaningful participation, the school and staff will use sensitive management when dealing with any concerns arising from the wearing of certain items of clothing specific to religious requirements.

Personal effects, Jewellery and cultural jewellery

Personal effects, such as jewellery (including body piercings), religious artefacts, watches, hair slides, and sensory aids (including glasses) should be removed to establish a safe working environment.

Ongoing risk assessment needs to determine what action will be appropriate. Staff should always try to avoid complete exclusion from a lesson due to a student being unable to remove personal effects.

Disclaimers from parents about the wearing of any item of jewellery by a student will be declined.

PE and Sport Premium Funding

Since March 2013, the government has dedicated an annual primary PE and Sport Premium that goes directly into primary schools. It continues today and schools are required to publish details of how they spend their PE and sport grant and evidence the impact of this funding. Details of how we spend the PE and Sport Premium Funding can be found on the school website.

From June 2025, Sport Premium is recorded using a digital resource tool. This Government tool monitors the impact and benefit of sport premium budget and funding; ensuring all funding is correctly spent for the purpose of positively impacting sports within Kirkby C of E.

Review of Policy

The review of our PESSPA policy takes place every year or if any incidents or significant changes occur.

Policy agreed by: PE Subject Lead

Date: September 26