

Town Lane Infant School

Physical Education Policy

Policy written: May 2020

Reviewed: September 2026

This policy reflects and promotes the following articles from the UN Convention on the Rights of the Child
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Article 2, 3, 4, 5, 12, 13, 15, 23, 28, 29
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Intent

At Town Lane, we believe every child is entitled to a high-quality physical education that is inclusive, ambitious and builds strong foundations for lifelong health, wellbeing and participation in sport. As young sportspeople, our children will develop physical literacy through a carefully sequenced curriculum that prioritises fundamental movement skills, physical confidence, and knowledge of how to stay active and healthy.

Our PE curriculum is designed to 'level the playing field'—removing barriers and actively including all pupils, regardless of background or ability. Through engaging and progressively structured lessons, every child is supported to succeed and challenged to achieve their personal best.

Children will benefit from a breadth of experiences, including opportunities to learn from specialist coaches and role models, developing an early appreciation of the value of sport in people's lives and cultures. As they grow, our pupils will understand and enjoy healthy competition, develop resilience, and learn to work both independently and as part of a team.

By the time they leave Town Lane, our children will have the physical skills, knowledge, and positive attitudes to lead healthy, active lives—and to continue their journey as confident, capable and passionate sportspeople.

Implementation

Implementation of the PE Curriculum – Town Lane Infant School

At Town Lane, our PE curriculum is implemented through a carefully sequenced programme of high-quality physical activities that build from the Early Years through to the end of Key Stage 1. Every child is supported to master the fundamental movement skills of balance,

coordination, agility, and control. These are taught through engaging, inclusive activities that are accessible to all and designed to provide the foundations for lifelong participation in physical activity.

Our lessons go beyond physical development to include rich opportunities to build personal and social skills, such as cooperation, resilience, communication, and leadership. These are embedded across all units to help children grow not only as movers, but as confident and thoughtful learners.

Each unit is underpinned by clear learning goals and progressive vocabulary, ensuring children know what they are learning, why it matters, and how it connects to future learning. We ensure that children revisit and build on prior knowledge, helping them to develop fluency and confidence over time.

Staff are supported through ongoing professional development and work alongside expert coaches to enhance subject knowledge and deliver lessons with clarity, purpose and precision. We actively monitor participation and engagement to ensure all children—especially those who may face barriers—have equitable access to all areas of the PE curriculum.

Through purposeful practice, inclusive delivery and high expectations for all, we ensure that every child at Town Lane has the opportunity to enjoy, succeed, and thrive in physical education.

1. Curriculum:

The curriculum at Town Lane is designed to provide a range of sporting activities for children to develop their fundamental skills, knowledge and prepare them for the next stage of their physical development.

1a: Early Years Foundation Stage (EYFS)

In the EYFS at Town Lane, physical development is prioritised as a key aspect of early learning. All children in Nursery (F1) and Reception (F2) access one timetabled PE session per week, led by a teacher or trained adult. For F1, sessions are carefully scheduled to ensure that every child, regardless of their attendance pattern, receives equitable access to high-quality PE provision. In F2, children benefit from a weekly discrete PE lesson that builds on their earlier experiences.

In addition to formal PE, physical development is embedded throughout continuous provision and is thoughtfully planned for on a weekly basis. Children are supported to develop both gross and fine motor skills, which form the foundation not only for physical competence but also for early writing and self-care. Regular access to outdoor learning enables children to be physically active for extended periods, where they explore movement, test their abilities, and build physical confidence. Through purposeful play, repetition, and encouragement, children practise and refine their skills in an inclusive and engaging environment—preparing them for the more structured physical education curriculum in Key Stage 1.

1b: Key Stage 1

In Key Stage 1, all children receive two high-quality PE lessons each week, following our scheme of work. This scheme supports the delivery of progressive and differentiated learning from Reception through to Year 2, ensuring continuity and consistency. Children are taught a broad and balanced PE curriculum that includes ball skills, game-based activities, gymnastics, and dance. Each strand is revisited and deepened through multiple units across the year, enabling children to build fluency, confidence, and control in a wide range of movements.

The PE subject leader works closely with class teachers to design long-term plans that ensure logical sequencing of knowledge and skills. These plans are aligned with the wider curriculum and tailored to meet the needs of each year group. Lessons focus not only on developing physical competence but also on embedding key vocabulary, understanding rules, and applying skills in purposeful contexts.

All lessons are fully inclusive, with adaptations made where necessary to ensure every child can participate, progress and enjoy success. Ongoing assessment supports teachers in identifying next steps and ensuring that all pupils are appropriately challenged. By the end of Key Stage 1, children are physically confident, understand the value of physical activity, and are well-prepared for the next stage of their PE journey.

2. Assessment

Assessment in PE at Town Lane is purposeful, manageable, and focused on supporting every child's progress. Teachers make informed judgements at the end of each unit, based on clear learning outcomes that align with the curriculum. These judgements indicate whether children are working towards, at, or above the expected level for their age and development. Teachers use these assessments not only to monitor individual progress but also to identify any gaps in learning and areas for further support or extension.

The PE subject leader reviews this assessment data regularly to inform planning, ensuring that future lessons are adapted to meet the needs of all learners. This might include providing additional support, such as small group interventions, or adjusting the sequence of units to ensure skills are consolidated and built upon.

To support reflective learning, we use PE Powerpoints. These document children's learning through photographs, pupil voice, and reflections on their progress, helping to reinforce the connection between physical activity and skill development. This process allows children to revisit their learning, making the progression of their physical skills more visible, while providing opportunities for them to express their understanding and aspirations in PE.

3. Curriculum Links and Extended Opportunities

In addition to our curriculum PE lessons, Town Lane Infant School offers a wide range of extracurricular activities that promote physical activity, wellbeing, and the development of key life skills. These opportunities are carefully designed to complement and extend children's physical education, helping them to enjoy a broad spectrum of sports and active pursuits, while fostering a sense of community and personal achievement.

Our school offers opportunities for both competitive and non-competitive events, including sports day, fundraising events, inter-school competitions, and specialised sports workshops.

These events cater to diverse interests and abilities, encouraging all children to be active and experience the value of sport in various forms. ***ACTIVE LUNCH PLAY INTRODUCTION****

The Playleaders Scheme further encourages leadership, teamwork, and responsibility, empowering older children to support their peers in physical activities. After-school clubs and participation in external schemes such as 'Learn to Scoot' and 'Learn to Cycle' provide additional avenues for physical development, catering to a range of interests and supporting children in developing lifelong active habits.

Through these activities, we aim to make physical activity an integral part of children's school experience, not only enhancing their physical skills but also contributing to their social, emotional, and cognitive development, and linking PE with wider learning across the curriculum.

4. Resources

Resources are funded from the school budget, at various intervals determined by the headteacher. Funds from refreshment sales at the annual sports day events also go towards equipment purchase. Opportunities for funding from other organisations (e.g. supermarket schemes with vouchers) will be utilised where possible.

Currently, spaces available for sports activities include the main hall, the canteen, two rear playgrounds and the field. The majority of sports equipment is stored in the PE cupboard in the hall. Larger equipment such as gymnastics equipment is stored around the hall.

Resources include the basic necessities such as cones, small/large balls, beanbags, rackets, spots and hula hoops. A selection of other equipment is available, including football goals, speed bounce sets, batons, cricket/rounders equipment amongst others.

Impact of the PE Curriculum

The impact of our PE curriculum is regularly evaluated by the PE subject lead, with support from the Senior Leadership Team (SLT). Evaluation is based on pupil voice, staff feedback, attainment data, and the effectiveness of Sports Premium funding. The subject lead conducts learning walks and other observations to ensure high-quality delivery and identify areas for improvement.

Each year, a monitoring calendar outlines how the curriculum's impact will be tracked. Annually, the subject lead reviews this data to assess children's progress and development, ensuring that the curriculum remains effective, inclusive, and aligned with our goals for physical education.

Funding

Sports Premium Funding

In April 2013, the Government announced funding of £150 million for PE and sport in primary schools. At Town Lane Infant School, we are using this funding to improve the provision of PE and sport. So far, we have used some of the funding to enable S4YC sports coaches to work alongside teachers to develop pupils' skills. Furthermore, we have used some of the funding to offer inter-school competitive games competitions. Each year, the PE subject leader and the headteacher / senior leadership will review the current year and plan for the next year of spending of the sports premium, in the 'Evidencing the impact of the Primary PE and Sport Premium' document.

Health and safety

Town Lane adheres to health and safety recommendations from the Association for Physical Education (AfPE) during all PE and sport activities, as recommended by the DfE.

- All staff supervising physical activity have appropriate training and qualifications. Suitable clothing and footwear are worn by staff which will allow freedom of movement.
- Risk assessments will be carried out for all PE and sporting events.
- Children wear t-shirt, shorts and pumps for PE in the hall. Sun hats to be worn outside when necessary. Jogging pants and jumper to be worn during PE sessions outside in colder weather. For gymnastics or dance children may work in bare feet.
- Children get changed in the classroom and walk to the hall in pumps or shoes, not bare feet.
- Long hair is always tied back and all jewellery is removed. If earrings cannot be removed by the child they are covered with plasters provided by the parents. Staff will not be expected to remove jewellery.
- Equipment will be stored in the PE cupboard, or in the case of gymnastics equipment, safely around the hall.
- Gymnastic mats are designed to cushion landings from a height and provide a comfortable work surface for rolling and other gymnastic skills. Should someone fall, mats may reduce the likelihood of injury rather than preventing it. Teaching the technique of safe landings is essential.
- Equipment is checked by the appropriate inspectors, managed and coordinated by the Site Manager.

Inclusion in the PE Curriculum

At Town Lane Infant School, we are committed to ensuring that every child is fully included in our PE curriculum and related sporting events, regardless of ability or background. Our approach is rooted in equity and accessibility—all children are provided with opportunities to participate and succeed. Teachers, with support from the PE subject lead and SENCo when needed, make reasonable adjustments to adapt teaching activities, strategies, and outcomes to meet the individual needs of each child, including those with SEN. These adjustments are tailored on a cohort or class basis, ensuring that every child has the support they need to engage and progress.

Outside of the formal curriculum, we ensure that extra-curricular activities and events are designed inclusively, enabling all children to take part and benefit from the full range of opportunities available. We are dedicated to creating an environment where every child can enjoy physical activity and develop the skills, confidence, and positive attitudes needed for a lifelong love of sport.

Role of Subject Leader

The PE Subject Leader is responsible for;

- i. Producing and reviewing long term plans, curriculum mapping and policy documents.
- ii. Supporting staff in delivery and coordinating development opportunities.
- iii. Attending appropriate training and co-ordinator meetings.

- iv. Liaising with outside agencies to plan further sporting opportunities.
- v. Completing annual audit of subject and creating an action plan for the subject, including auditing and coordinating equipment.
- vi. Maintaining a subject folder for P.E.
- vii. Reviewing schemes of work for P.E.
- viii. Monitoring progress of learning in subject through teacher assessment spreadsheets
- ix. Liaising with and reporting to senior leaders and governors
- x. Liaising with local schools in the community to develop relationships and links
- xi. Monitoring equipment inventory and working with SLT to ensure equipment is available.

Policy written/reviewed by: J. Bithell

This policy is reviewed annually.