Physical Education (PE) Policy

Brierley CE (VC) Primary School

Approved by:	Governing Body	**Date:**	Autumn 2026
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1. Our School Vision

At Brierley,

God guides us as one family. We learn, grow, and shine together in our community, Nurturing hope, resilience, aspiration and forgiveness Everyone is loved, celebrated, and supported to flourish. Living God's love through our words, actions, And journey beyond our school, Following the example of Jesus.

Though we are many, we are one body, Together we learn and grow.

2. Purpose of the policy

This policy reflects the aims and values of Brierley CofE Primary School It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

Ensure you consider the potential audience for your policy and what information they will want. Your audience may include teaching and non-teaching staff, governors, parents and Ofsted inspectors.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment.
- Demonstrate adherence to the National Curriculum objectives and guidelines.
- Provide clear information to parents and carers about what their children will be taught.
- Allow the governing board to monitor the curriculum.
- Provide Ofsted inspectors with evidence of curriculum planning and implementation.
- Provide clear information on how the PE and Sport Premium Funding is spent in school.

This policy will be available on our school website https://www.brierleyschool.com/

3. Subject vison

Here at Brierley C of E Primary School, we believe that a high-quality Physical Education will help pupils to gain the opportunities to become physically confident and have access to sporting competitions whilst developing their knowledge of health and fitness. Physical Education allows all children to access physically-demanding activities and learn about the importance of competing fairly and having respect for your teammates and competitors. Physical Education should inspire our children to lead healthy and active lives and encourage them to participate in physical activities and competitions within school hours and through out of school clubs.

4. Aims and outcomes

By the time pupils leave the school, they should:

- Know the fundamental skills required to access a broad range of physical activities.
- Master basic movements such as running, jumping, throwing and catching and use these in isolation and in combination.
- Complete activities that will test their balance, agility and co-ordination.
- Be able to complete a physical activity for a sustained period of time.
- Have the opportunity engage in competitive sports and activities against their peers and other schools whilst developing simple tactics for attacking and defending.
- Be encouraged to lead healthy and active lives with good understanding of how to keep their bodies healthy through physical activities and healthy eating.
- Know how to swim confidently over a distance of 25 meters, using a range of strokes.
- Perform safe self-rescue in water-based conditions.

5. Teaching and learning

Physical Education is taught in single aged classes by class teachers. Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of Physical Education might involve:

- Whole-class teaching
- Working on a skill individually and in a group.
- Learning through observing the teacher and peers.
- Small group and whole-class discussions on the children's understanding and confidence in learning and performing a new skill.
- Performing a skill individually or in a group.
- Using equipment to aide their learning.
- Looking at videos and using music to aide learning.
- Learning indoors and outdoors.

- Developing an understanding of tactics to compete in activities.
- Opportunities to learn and develop a new skill and use the skills in a competitive activity.

6. Curriculum overview

Here at Brierley CofE Primary School, pupils will follow a Physical Education curriculum that gradually develops their fundamental skills and tactical knowledge required to compete in sporting activities. Pupils will have a coherent understanding of the importance of physical activity and how to lead a healthy and active life.

6.1 Early Years Foundation Stage (EYFS)

In EYFS, pupils will:

- Begin to explore their fundamental movement skills of running, jumping, throwing and catching.
- The skills taught will develop the pupils strength and co-ordination to ensure stability and balance when completing physically demanding activities.
- The curriculum is taught by developing skills through song, dance and games.
- Access to indoor and outdoor spaces and equipment that will develop gross motor skills.
- Begin to discuss what they can do well.

6.2 Key Stage (KS) 1

In KS1, pupils will:

- Develop and master basic movements including running jumping, throwing and catching through high quality lessons taught by the class teacher.
- Develop balance, agility and co-ordination and apply these to a range of activities such as solo performances, group performances and game/competitive activities.
- Participate in games and competitions where there is a requirement to understand and develop simple tactics for attacking and defending.
- Use the skills taught throughout the term/half term to perform a dance or routine that requires the combination of simple movement patterns.
- Have access to after school clubs and lunchtime clubs provided by external coaches and school staff.
- Develop the skill required to self-assess progress and begin to offer praise to their peers.

6.3 Key Stage (KS) 2

In KS2, pupils will:

- Continue to develop their fundamental movement skills with increasing stability, flexibility, strength, technique, control and balance.
- Use the skills of running, jumping, throwing and catching in isolation and in competition.
- Develop their understanding of attacking and defending and apply the basic principles to competitive games and activities.
- Use the skills taught throughout the term/half term to perform a dance or routine that requires a wider range of movement patterns.
- Have access to after school clubs and lunchtime clubs provided by external coaches and school staff.
- Self-assess their performance and compare this with precious performances and suggest improvements to achieve their personal best.

- Observe and assess the performance of others, offering praise and suggesting ways that others can improve their performance.
- Have the opportunity to swim competently over a distance of 25 meters using a range of stroked and performing self-rescue in water based situations.

6.4 Programmes of study

The included subject examples are taken from the National Curriculum for Physical Education:

	Autumn term	Spring term	Summer term
EYFS	*Begin basic movements including running, skipping, jumping, hopping, as well as developing balance and changing direction when travelling and begin to to apply these to working with others*	*Begin basic movements including running, skipping, jumping, hopping, as well as developing balance and changing direction when travelling and begin to to apply these to working with others* *Chose actions and shapes when counting to music.*	*Begin basic movements including running, skipping, jumping, hopping, as well as developing balance and changing direction when travelling and begin to to apply these to working with others*
Year 1	*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.* *Perform dances using simple movement patterns.*	*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.*	*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.*
Year 2	*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.* *Participate in team games, developing simple tactics for attacking and defending.*	*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.* *Perform dances using simple movement patterns.*	*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.* *Participate in team games, developing simple tactics for attacking and defending.*
Year 3	*Use running, jumping, throwing and catching in isolation and in combination.* *Develop flexibility, strength, technique, control and balance.*	*Use running, jumping, throwing and catching in isolation and in combination.* *Develop flexibility, strength, technique, control and balance.*	*Use running, jumping, throwing and catching in isolation and in combination.* *Develop flexibility, strength, technique, control and balance.* *Compare their performances with previous ones and*

	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	*Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.* *Compare their performances with previous ones and demonstrate improvement to achieve their personal best.*	*demonstrate improvement to achieve their personal best.*
Year 4	*Use running, jumping, throwing and catching in isolation and in combination* *Develop flexibility, strength, technique, control and balance.* *Perform dances using a range of movement patterns.*	*Use running, jumping, throwing and catching in isolation and in combination* *Develop flexibility, strength, technique, control and balance.* *Compare their performances with previous ones and demonstrate improvement to achieve their personal best.*	*Use running, jumping, throwing and catching in isolation and in combination* *Develop flexibility, strength, technique, control and balance.* *Compare their performances with previous ones and demonstrate improvement to achieve their personal best.* *Take part in outdoor and adventurous activity challenges both individually and within a team.* *Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.*
Year 5	*Swim competently, confidently and proficiently over a distance of at least 25 metres.* *Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].* *Perform safe self-rescue in different water-based situations.*	*Use running, jumping, throwing and catching in isolation and in combination* *Develop flexibility, strength, technique, control and balance.* *Compare their performances with previous ones and demonstrate improvement to achieve their personal best.* *Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.*	*Use running, jumping, throwing and catching in isolation and in combination* *Develop flexibility, strength, technique, control and balance.* *Compare their performances with previous ones and demonstrate improvement to achieve their personal best.* *Take part in outdoor and adventurous activity challenges both individually and within a team.*

			Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
Year 6	*Use running, jumping, throwing and catching in isolation and in combination* *Develop flexibility, strength, technique, control and balance.* *Compare their performances with previous ones and demonstrate improvement to achieve their personal best.* *Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.*	*Use running, jumping, throwing and catching in isolation and in combination* *Develop flexibility, strength, technique, control and balance.* *Compare their performances with previous ones and demonstrate improvement to achieve their personal best.* *Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.*	*Use running, jumping, throwing and catching in isolation and in combination* *Develop flexibility, strength, technique, control and balance.* *Compare their performances with previous ones and demonstrate improvement to achieve their personal best.* *Take part in outdoor and adventurous activity challenges both individually and within a team.* *Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.*

7. Cross-curricular links

Physical Education shares links with the following subjects:

- Life Skills: Health and Well-Being.
- Science: The Human Body.
- Design and Technology: Eating Healthy.
- Music: Finding and moving to the beat of music.

8. PE kit and uniform.

8.1 PE kit

PE kit at Brierly COE Primary school must consist of a red or white top, with black shorts and a pair of trainers. Children are permitted to come to school in their PE kit on their PE day.

Children must not wear ear rings on PE day and ideally should be taken out before they come to school.

Children can wear plastic smart ear rings for the first 6 weeks after having them pierced, but then they must be removed for PE lessons.

For swimming, children must wear a dark coloured one-piece swimsuit or dark swim shorts. They must bring a towel with them for swimming lessons.

No jewellery whatsoever will be permitted for swimming. If a child has recently had their ears pierced, plastic smart earnings may be worn for the first 6 weeks. This is at the discretion of the swimming pool staff who my over ride this policy in line with swimming pool protocol.

It is strongly advised that children have their ears pieced at the start of the school summer holidays to allow time for healing before the new term starts in autumn.

9. Assessment and recording

9.1 Assessment

Brierley CofE Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment
Formative Physical Education assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

Summative assessment
Summative assessment is completed termly, based on the physical skills that the medium-term plan requires as a key focus.

At the end of each school term, pupils will be assessed within 1 of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

Marking
Children receive regular feedback from the class teacher and peers verbally during the lesson. At the end og each lesson there is an opportunity for children to reflect on their learning and discuss what they enjoyed about a lesson but also what they found difficult about the lesson, what they have learned from it and how they will improve for the next lesson.

The skills taught follow a colouring band, pupils will be asked to work on a skill until they can complete the skill competently before moving onto the next skill.

9.2 Recording

In physical education, pupils will record their learning in the following ways:

- Demonstrating the skills taught by performing a routine of movements/skills.
- Applying the skills taught in competitive sport/game based situations.
- Discussing their strengths and weaknesses in small groups, allowing time to reflect on their learning and suggest improvements.

Teachers may record any assessments through photographs and videos.

10. Resources

10.1 Textbooks and other equipment

- The class teachers will follow the Real PE Scheme of work. https://realpe.co.uk/
- External sports coaches will provide after-school club opportunities.

10.2 External speakers, local museums, trips

- Brierley CofE Primary school is committed to providing wider opportunities to be physically active and compete in sporting events by offering lunchtime and after-school clubs and have regular sporting competition with local cluster schools.

11. Roles and responsibilities

11.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

11.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

11.3 Link governor

The link governor responsible for physical education at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Keep track of pupil and parent engagement with the subject

- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

11.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

11.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning and provide appropriate uniform for physical education.

12. Inclusion

Teachers set high expectations for all pupils in physical education]. 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 special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study physical education, wherever possible, and ensure that there are no barriers to every pupil achieving.

Physical Education is a subject that should be accessed by all children with no barriers to learning. The curriculum is designed to ensure the skills taught can be met by all pupils including those with SEN and/or disabilities. The curriculum is designed to teach the required skills and allowing children to progress at their own pace.

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 physical education.

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

13. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking policy
- SEN policy

14. Monitoring and review

This policy will be reviewed by staff and governors.