



# PHYSICAL EDUCATION POLICY

September 2025

## **Introduction**

All at Springhill Community School are committed to the health and well-being of our pupils.

As staff we understand how a broad and inclusive provision benefits individual and the school in general; our approach to Physical Education focuses very much on the holistic child. We strive for excellence in performance whilst recognising every child's achievement will be different. We also celebrate the creativity, commitment, leadership and analytical skills of our children, skills we look to develop through our curriculum and extra-curricular offer.

PE enables children to learn confidence, perseverance, team spirit and organisation. We believe that children must engage in a programme of P.E that encourages fitness, improves their strength, suppleness, stamina and teaches those rules of games and an understanding of how to perform to an audience. This allows pupils to gain a sense of achievement and develop positive attitudes towards themselves and others.

## **Aims**

- To be physically active and find enjoyment in physical activity.
- To acquire and develop a variety of physical skills to promote a healthy lifestyle and posture.
- To suggest how one's own performance and that of others can be improved and find a sense of achievement and fulfilment.
- To acquire knowledge and understanding of fitness and health.
- To provide opportunities for our pupils to lead through PE
- To understand the need for safe practice in physical activities for self and equipment.
- To develop spiritual, moral, social and cultural awareness through competitive and cooperative activities

## **Intent**

- That all children can achieve the aims of the national curriculum through a broad, balanced and progressive curriculum
- A willingness of staff to adapt The PE Passport plans to meet the needs of individuals and groups- this might mean going back to plans programmed for younger groups to secure knowledge and skills
- A commitment from staff to develop children across different domains- physically, cognitively and socially and emotionally
- Children how to learn skills and knowledge and apply it.
- Delivery through the Principles of Assessment for Learning.
- Children experiences of traditional and 'new' sports.
- Careful monitoring of the progress of individuals, groups, classes and year group

### **Role of the subject leader**

The PE subject leader has the responsibility to lead PE by producing an annual action plan; monitoring standards of teaching and learning; supporting staff with CPD needs; reporting to the SLT about standards, participation and competition and coordinating an extra- curricular programme and intra and inter school events

### **Inclusion**

Springhill uses a scheme of work called The Primary PE Passport and the subject leader inputs along term plan at the beginning of each calendar year. It is expected that staff deliver a full national curriculum to the children and that they prepare for lessons thoroughly by reading the planning in The PE Passport; getting resources ready beforehand and adapting plans where necessary and for children with specific needs.

In planning and teaching P.E teachers will have due regard for the following principles:

- EYFS will follow plans on The PE Passport as well as giving children opportunities to be physically active through Development Matters.
- All children in KS1 and KS2 will have full access to the P.E national curriculum
- Lessons will be differentiated using the STEP principles Space, Task, Equipment, and People.

Our commitment in KS2 to intra school events is because we want all of our children to experience competitive sport

### **CPD**

- We are fully committed to keeping our staff fully aware of new developments in the National Curriculum and ensuring that lessons are safe and active and that the standards of teaching and learning is always good or better.
- Every two years, the staff will complete an audit detailing their competency and confidence in delivering the PE curriculum. The PE leader in conjunction with the CPD leader will formulate a plan which is costed out and keep evaluative records to ensure value for money.
- As part of our SSP, the school is able to access CPD including NQTs. These opportunities will be highlighted to all staff and records kept of those attending and any impact as a consequence.

### **Physical Activity**

Springhill is fully committed to ensuring that children grow up with a positive attitude to exercise and therefore tries to ensure that each child in EYFS receives 3 hours of physical activity in school each day and each child aged 5-11 receives a minimum of 30 minutes of physical activity per day. This is on top of their regular PE lessons. At Springhill we achieve this by completing daily mindful mind, Just Dance or Coach Galardi and active [play and lunchtimes sessions.

## **Implementation**

### **Curriculum**

All pupils will be taught:

#### **Reception, Key Stage 1 and 2**

- Fundamental movement skills
- Gymnastic activities
- Games related skills including Target Games and Attacking and defending
- Dance
- Athletic

#### **Key Stage 2**

- Net/wall games
- Athletics
- Dance
- Gymnastics
- Invasion games
- Outdoor adventure activities
- Striking and Fielding
- Swimming

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

In the Reception Class (EYFS), opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity amount to at least two hours each week which includes continuous provision in EYFS

Pupils in both KS1 and KS2 engage in two hours of high-quality PE during the course of each week. In KS1 the curriculum builds on the fundamental movement skills of agility, balance and co-ordination taught in EYFS. Curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work include a range of

invasion, net / wall, and fielding and striking games, gymnastics, dance, athletics, swimming and outdoor and adventurous activities.

### **Fundamental Movement Skills (FMS)**

Fundamental Movement Skills (FMS) are the essential building blocks for all physical activity and underpin successful participation in sport and physical education. They support the development of coordination, balance, agility and control, and are critical in enabling children to access a broad and balanced PE curriculum.

### **EYFS Provision**

In the Early Years Foundation Stage, children are supported to develop the following five key fundamental movement skills:

- Running
- Jumping
- Hopping
- Throwing
- Catching

These skills are explicitly taught, practised and applied across PE units to ensure progression and increasing competence. These are developed through structured activities, continuous provision and opportunities for active play.

### **Key Stage 1 Progression**

In Key Stage 1, pupils build upon these foundations and develop a broader range of ten fundamental movement skills:

- Running
- Jumping
- Hopping
- Skipping
- Balancing
- Throwing
- Catching
- Kicking
- Striking
- Rolling

These skills are explicitly taught, practised and applied across PE units to ensure progression and increasing competence.

## **Assessment and Intervention**

A baseline assessment of FMS is carried out at the start of Key Stage 1 to identify pupils' starting points. This information is used to:

- identify children requiring additional support
- inform planning and targeted provision
- ensure all pupils make progress from their starting points

Pupils identified as **Bronze (working significantly below expected standard)** receive targeted intervention support. Pupils identified as **Silver (working towards expected standard)** receive focused support within lessons to help close identified gaps.

A final assessment is conducted at the end of Year 2 to measure progress and inform next steps.

## **Ongoing Development and Support**

The development of FMS continues throughout Year 1 and Year 2, with skills embedded across PE units and reinforced through high-quality teaching.

Children who enter Key Stage 2 without secure FMS are identified and supported through targeted provision to ensure they can fully access the PE curriculum.

All teaching staff are supported to understand the importance of FMS, recognising that these skills form the foundation for success across all areas of physical education and sport.

## **Wider Opportunities**

Recognising that many pupils enter Key Stage 1 below expected levels in FMS, the school provides additional opportunities to develop these skills throughout the day, including:

- active lessons across the curriculum
- structured lunchtime provision and clubs
- extracurricular sporting opportunities

This ensures that all pupils have frequent opportunities to practise and develop their fundamental movement skills in a variety of contexts.

## **Planning**

The curriculum map shows the long-term plan: medium term planning is done on the PE Passport for each unit of work using a range of resources to support progression across the curriculum. Best practice is where staff look over plans on The PE Passport to check plans suit the context of the class and adapt where necessary using the Edit function.

## **Curriculum Map**

The curriculum is organised around the facilities and resources we have available, to ensure progression across the curriculum and also to prepare children to participate in competitive festivals and events.

## **Swimming**

It is the school policy that all children should be able to swim 25m by the time they leave school as well as meet the other two requirements of the national curriculum. Therefore, swimming lessons are compulsory for all children. Children learn swimming in Years 3 to 6 with qualified swimming teachers. Where children are not allowed to take part in swimming a doctor's note must be provided. Guidelines recommend appropriate swimwear i.e. a one-piece costume for girls and trunks (not shorts) for boys.

### Timetabling

In the event of wet weather, the children who were timetabled to do outdoor PE will still participate in a PE lesson using a variety of resources. E.g., Joe wicks, Coach Galardi, Just dance

### Safeguarding

All adults working with children in school are to be checked for appropriate DBS clearance. This includes coaches working for a term at a time as well as staff working on a one-off basis or with clubs. The responsibility for this lies with the Safeguarding lead, Laura Wilson. Induction procedures are carried out before any activities by Tara Warbrick. Children in Year 5 and year 6 are not expected to change together, as school uniform allows them to participate in physical education.

### Extra-Curricular programme (OSHL)

Our extra-curricular programme complements and supplements the range of activities covered in curriculum time. The planned programme for 2025-2026 reflects a breadth and balance across the NC areas of activity. We participate in a range of inter-school fixtures, tournaments and festivals within the Ribble Valley School Games Partnership. At the beginning of each term, we publish a documented timetable of clubs. The extra-curricular content aims to be varied – including competitive and non-competitive and team- and individual based clubs appropriate for all pupils.

### PE Kit



Children not participating in the lesson will be given a task e.g. coaching, umpiring or a task to complete based on the lesson delivered and / or used to collate multimedia evidence.

For indoor PE the children are expected to participate in bare feet.

For outdoor PE in winter, the children may wear warmer clothing, should it be necessary, at the discretion of the teacher.

### **Jewellery**

All items of jewellery should be removed of all P.E lessons. Children who have had their ears recently pierced should bring tape from home to tape over the earrings. Teachers must not remove earrings or take responsibility for the safe keeping of valuables. Hair should be tied back at all times, where a child comes without a bobble, they will be given one by a member of staff.

### **Health and Safety**

- An annual inspection of the gymnastic equipment is carried out by \_\_\_\_\_(name of company)
- The site manager will inspect the outdoor area each morning for hazards.
- The teacher delivering an indoor session is responsible for ensuring apparatus is correctly erected and safe. Children should not move equipment without supervision.
- The teacher should ensure that there are no hazards in the hall during PE.
- Children must not be responsible for the P.E equipment cupboard and must not enter the cupboard unsupervised.

### **Risk Assessments**

All areas of the PE curriculum are risk assessed annually and shared with all staff. If any training needs arise e.g. manual handling, this will be arranged by subject lead and bursar. Risk assessments are formally reviewed on a regular basis

### **Accident reporting**

Any accidents should be reported to the first aid co-ordinator in school and to the Head teacher and it must be recorded in the accident book

### **Resources**

#### **PE Resources**

- It is the responsibility of all members of staff to keep the PE cupboard tidy, putting back equipment where the labels are.
- Equipment must be put back into the cupboard at the first available opportunity.

- Gymnastics equipment must be returned to the areas indicated in the hall.
- The subject leader will audit PE resources each summer term.
- Teachers should let the PE subject leader know of any equipment or resources needed to teach PE that is not already available.

### **Classroom Management**

- Children should be encouraged to work quietly to ensure total concentration and control during apparatus and physical activities.
- reward achievements during lessons using the positive recognition board

### **Impact**

### **Assessment**

- Our assessment outcomes focus on the child's holistic development in PE and not merely on performance. It is completed through The Primary PE Passport using a combination of formative and summative assessment.
- Teacher's assessment through observation forms the basis of assessment for PE.
- Staff will use AFL to teach at the point of learning, in order to ensure that all children are making progress whilst using across a unit of work.
- Lesson evaluations are completed after each lesson through the teacher's notes section of the PE Passport to inform future teaching and assessments are carried out at the end of every unit of work. This assessment is against a set of clear objectives and outcomes linked with the national curriculum.
- The assessment outcomes are NOT incremental and are all equally weighted.

The PE Passport recommends one assessment focus from the Performing, PHSE and Competition categories. That means schools can hone in on particular outcomes and carry out the process thoroughly.

- We assess across a range of units to ensure across the different strands of PE e.g. dance, gymnastics, OAA etc.
- The end of unit assessments clearly identify those children who are exceeding or not meeting the lesson objectives and outcomes identified in the units of work.
- The outcomes of these assessments will be passed onto the next teacher in order to inform and adapt planning accordingly. It will be monitored by the PE leader in order to monitor standards and formulate any future actions.
- It is the expectation that each teacher uploads a video from each unit of work on the PE Passport to show attainment and achievement in order to moderate standards across the school.

### **Monitoring and Evaluation**

The PE leader has a formal monitoring and evaluation schedule which is available to all staff.

Regular monitoring and observations of PE lessons and plans are undertaken by the PE leader throughout each academic year and used to inform CPD needs.

Observations will also take place of any extra-curricular providers.

**Review**

The PE Policy will be reviewed by the PE subject leader every 3 years and presented to the SLT and Governing Body for approval.

Policy approved by Name\_\_\_\_\_Designation\_\_\_\_\_Date\_\_\_\_\_