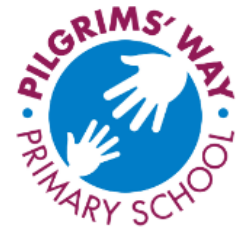




Pilgrims' Way Primary School
Physical Education Policy



Written:	Autumn 2024
Reviewed:	Autumn 2025
Next review:	Autumn 2026

Context

At Pilgrims' Way, we recognise the vital role that Physical Education (PE) plays in developing our children's physical, social, and emotional well-being. We aim to foster a lifelong love for physical activity while equipping pupils with the skills, confidence, and knowledge to lead active, healthy lifestyles.

Through a broad and balanced curriculum, we provide opportunities for all children to develop fundamental movement skills, teamwork and resilience. We ensure inclusivity by catering to diverse needs and abilities, allowing every child to achieve their personal best. Our PE provision aligns with National Curriculum requirements.

Beyond the curriculum, we offer extracurricular clubs, competitive sport, and active play opportunities to encourage engagement and enthusiasm for physical activity. We strive to instil values such as respect, resilience, and aspire, which contribute to both personal growth and a positive school ethos.

Our P.E Curriculum

The school uses the Greenacre Scheme as our P.E curriculum. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of learning across each term. *(See the Curriculum Policy for further information)*

In the Early Years Foundation Stage (EYFS):

Learning in the EYFS happens through a balance of adult directed and child led learning. Through their learning and child-initiated play teachers provide opportunities that will teach children turn taking and playing fairly, whilst also supporting them to develop their core strength, stability, balance, spatial awareness, co-ordination, agility, gross and fine motor skills.

Gross motor skills: Children at the expected level of development will enter Year One being able to:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine motor skills: Children at the expected level of development will enter Year One being able to:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Key Stage One

In KS1 children should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Children should be taught to:

- 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
- Perform dances using simple movement patterns.

Key Stage Two

In KS2 children should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Children should be taught to:

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

By the end of each key stage, children will know, apply and understand the importance of physical education and the skills and processes specified in the Greenacre scheme and National Curriculum. Children will also have the opportunity to participate in competitive sport and events against other schools due to our role in the Canterbury Academy Sports Partnership, which contributes towards our School Games Mark.

Inclusion

Pilgrims' Way Primary school is an inclusive and diverse primary school, which teaches children from the ages of 3-11. We provide an irresistible, broad and balanced curriculum to meet the needs of all our children. P.E. lessons are adapted from Greenacre scheme to cater for children of all abilities to maximise their potential. The P.E. curriculum is designed to make learning relevant and meaningful by embedding skill, putting them into practice through end of term interclass sports matches and activating pupil's prior knowledge. Mainstream Core Standards are used to support all children's access to the curriculum with learning scaffolded to support learners' diverse needs. Teaching opportunities across the curriculum are designed to develop language and literacy so that pupils become fluent in the academic language of the primary curriculum, including the technical terms within sport and technical vocabulary surrounding the body and keeping active. We actively liaise with parents to help them support their children's learning.

Please refer to the school's *Special Education Needs and Disability Policy and Report* for more information.

Assessment

For the assessment of P.E. please refer to the school's *Assessment Policy*.

Roles and Responsibilities

For roles and responsibilities of the subject lead please refer to the school's *Curriculum Policy*. For specific roles of the P.E lead please also see the section below on health and safety.

Health and Safety

Safety should be paramount when planning PE activities. Children should develop their own abilities to assess risks. First aid equipment should be available and staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma must be readily accessible and brought to lessons. Regular checks should be made on all equipment. The curriculum manager should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the curriculum manager when any items need replacing or repairing. Any items constituted a danger should be taken out of use immediately. In order to minimize these risks all staff and children in PE lessons are required to take note of the following:

- All lessons are planned following a clear progression of developing skills and take into account the age, abilities and special needs of the class.
- Children should be made aware, understand and follow all safety requirements related to the use of specific equipment, appropriate clothing and the following of instructions when in a lesson.
- Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.
- Teaching staff should ensure equipment is safe and in a good condition and suitable to the needs and abilities of the children. Any faulty equipment should be reported to the P.E lead who will then repair or replace the faulty equipment.
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
- Children should be made aware of safe practice when undertaking any PE activity (e.g. not running or jumping in front of others and stopping when asked).
- Teaching staff should ensure and expect high standards of behaviour, performance and participation in all lessons.
- Teaching staff should follow the school's behaviour plan at all times.
- Children should be made aware of the importance of stretching in physical activity and how to use the correct technique.
- Teachers should conduct a visual risk assessment of the learning environment and PE equipment as well as the children's clothing; particularly footwear, before proceeding with any PE lesson.
- Children should be responsible for their own inhalers and always have them with them. For younger children, a member of staff will ensure inhalers are on hand immediately during PE lessons.
- Children should warm-up and cool-down at the start/end of each session.
- New staff have an induction on how to use the school PE equipment safely.

Weather

Weather In very hot, sunny weather children should stay out for no longer than 30 minutes. They should be encouraged to wear polo shirts with collars, caps and provide their own sun block, water should also be available. Outdoor lessons 'lost' due to extreme weather can be replaced by PE related activities in the classroom, there are also additional hall sessions allocated for such occasions. These may include health/hygiene-based work, group discussions on rules and regulations of games, designing a game etc.

PE clothing

All children playing an active role in PE must have appropriate clothing - Pilgrims' Way colour team T-shirt or another shirt - Dark shorts/tracksuit bottoms - Trainers – outdoor PE - Plimsolls – Indoor PE Children must not wear anything on their feet for gymnastics lessons. This includes tights and socks. Hair should be neat and tidy and kept out of eyes. Long hair should be tied back at all times. Jewellery should be removed.

Earrings

For health and safety reasons, all children must remove their earrings (or securely tape over them if they cannot be removed, for example, if they are new or they are a protected characteristic) before participating in a PE lesson. Children must be able to do this independently. If a child is unable to remove or tape their earrings themselves, parental consent must be provided for staff to assist or for the child to participate with taped earrings.

Parents are encouraged to ensure that earrings are removed on PE days where possible to minimise any risk. The school cannot take responsibility for lost earrings.

Injury

Where appropriate, children with short-term injury or illness preventing them to participate actively should still be involved in the non-performance aspects of the activity. They can work with individuals or groups helping with the evaluating and improving aspects of the tasks.

Monitoring and Evaluation

The PE lead is responsible for the monitoring of the implementation of this policy. The PE lead is responsible for monitoring the standard of children's work and for the quality of teaching in line with the school's Teaching and Learning Policy. This may be through supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school. The P.E lead is responsible for monitoring the children's progress in PE through lesson observations and assessments and will work with the Hearts and Minds hub lead to inform and update the Improvement Plan.

This policy document will be reviewed every twelve months to assess its value as a working document.

Linked policies and statutory requirements

The aims and expectations of this policy are directly linked to the other policies listed below:

- Pilgrims' Way Primary School Teaching and Learning Policy
- Pilgrims' Way Primary School Curriculum Policy
- Pilgrims' Way Primary School Special Education Needs and Disability Policy and Report
- Veritas Academy Health and Safety (including risk assessment) Policy.

The aims and expectations of this policy have been created with consideration for the expectations and recommendations set out in the following legislation:

- National curriculum in England: Primary curriculum 2014
- EYFS Statutory Framework 2014