

# St Mary's Church of England Primary School



Learn. Grow. Achieve. Flourish.

## PE Policy

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POLICY: PE Policy  
APPROVED BY: Headteacher  
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This policy is non-statutory and recommended to be biennially.

### **School Vision**

As a Church of England school, we value and are ambitious for all children and are committed to providing a positive, safe and stimulating environment for them to enjoy and excel in their learning; grow in confidence, resilience and independence; achieve their full potential and flourish as individuals.

***'I instruct you in the way of wisdom and lead you along straight paths'  
(Proverbs 4:11)***

## Contents

Introduction	3
Whole school vision	3
Christian values	3
Aims	3
Attainment target	4
Early years foundation stage	4
KS1	4/5
KS2	5
Inclusion	5
Assessment & Recording	6
Health & Safety	6
Resources	6
Extra-Curricular	6
The role of the subject leader	6/7
Appendix	7

**St Mary's CE Primary School**  
**Physical Education (PE) Policy**

**Introduction**

This document outlines the aims, principles and strategies for teaching and learning in PE at St Mary's CE Primary School in line with 'The National Curriculum in England - Key Stages 1 and 2 framework document - September 2013', as adopted in September 2014. PE is a National Curriculum (NC) core subject. By the end of each Key Stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in the relevant NC programme of study.

**Whole School Vision – Learn. Grow. Achieve. Flourish.**

As a Church of England Primary School, we value and are ambitious for all children and are committed to providing a positive, happy, safe, and stimulating environment so children enjoy and excel in their learning; grow in confidence, resilience, and independence; achieve their full potential and flourish as individuals.

**Our Christian Values**

- Autumn: Love, respect, and peace
- Spring: Wisdom, responsibility, and honesty
- Summer: Forgiveness, perseverance, and resilience

**Aims**

- At St Mary's we adhere to the statutory 'PE Programmes of Study: Key Stages 1 and 2 National Curriculum in England - September 2013' and the fundamental knowledge, concepts and skills of PE outlined, within a broad, balanced, and rich curriculum.
  - A high-quality physical education curriculum
  - Inspires all pupils to succeed and excel in competitive sport and other physically demanding activities.
  - It must provide opportunities for more pupils to become physically confident in a way which supports their health and fitness.
  - Opportunities to compete in sport and other activities to grow character and help to embed values such as learn, grow, achieve and flourish.

**We aim for children to:**

- **Learn** fundamental skills and important knowledge that supports them to lead a healthy and active lifestyle.
- **Grow** and develop competence to excel in a broad range of physical activities learned over a sustained period of time.
- **Achieve** and deepen their understanding of the importance of leading healthy and active lives, as well as deepen their knowledge of sporting activities.
- **Flourish** and engage in competitive sports and activities in and outside of the school environment.

## **Attainment Target**

By the end of each key stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in the relevant programme of study.

### **Curriculum Planning and Organisation**

- Each class is timetabled to 2 hours of PE a week, split between 1 hour of outdoor PE with a specialist coach and 1 hour of indoor PE with class teacher.
- Staff deliver professionally developed curriculums in accordance with the national curriculum guidelines. Staff use the commercially produced scheme from Val Sabin and Create.
- Swimming lessons are provided by qualified instructors following SwimEngland framework at Eton College.
- We offer a range of afterschool clubs provided by: qualified coaches from SSSN (Slough School Sports Network) and Springwell Sports offer as well as staff led clubs.
- We provide timeslots every week for each of our sports teams to practise together to develop their skills. We have sports teams for
  - football
  - netball
  - rounders
  - cricket
  - and actively look to expand into more competitive sports.
- We use the opportunities offered by SSSN (Slough school sports network) to compete and participate in a variety of sporting events. We have also developed our own relationships with multiple schools for regular sporting fixtures.

### **Early Years Foundation Stage**

The level of development children must be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below-

Physical Development ELG: Gross Motor Skills.

Children at the expected level of development will:

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

### **Key Stage 1**

- Pupils 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 must:

- Be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations and 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 2**

Pupils 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, learn how to evaluate and recognise their own success situations and be taught to:

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate, for example: badminton, basketball, cricket, football, hockey, netball, rounders, and tennis, and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control, and balance, for example, through athletics and gymnastics.
- 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.

## **Inclusion**

- All schemes of work are inclusive and appropriate for all levels of ability and needs. Our schemes offer more challenging tasks for children who require further development.
- St Marys uses competition and sports festivals to offer opportunities for children to compete and gain experience in competitive and educational environments.
- All sports clubs are open to every child.
- Sports teams and training sessions offer the opportunity to all children to participate and try-out.
- Reasonable adjustments are made to deliver an inclusive PE Curriculum, in close consultation with SENDCo team.

## **Assessment & Recording**

- Assessments are carried out during PE lessons using observation tools.

## Health and Safety

- All staff must familiarize themselves with the PE equipment and its safe usage. Teachers are responsible for health and safety during lessons and must be always present.
- The PE Health and Safety and equipment usage guidance to be read and referred to by all members of staff before using equipment.
- Risk Assessments for field, playground, Yew Hall and Holly Hall must be read by all members of staff.
- PE kit policy is enforced every PE lesson. PE kit policy can be found on the school website.
- Equipment checks are carried out every PE lesson to ensure all equipment is safe to use.
- All staff are responsible for reporting of any wear and tear of equipment.
- Children are taught to assess risks and move equipment safely.
- Medication (inhalers and allergy medication) and class registers are present for every lesson inside class medical bags.
- If a child's PE kit is unsafe for the PE lesson, to avoid missing out on their education the child will complete written lessons through observations and guidance from the PE teacher.
- See further health and safety details in policy.

## Resources

- Equipment log is completed every school year to ensure that all equipment needed for our curriculum is available.

## Extra Curricula

- After school clubs are run by members of staff and outside qualified sports coaches.
- Clubs change each year depending on demand and availability of qualified coaches.
- Training sessions for sports teams take place in the mornings and lunch times. Teams are selected based on try outs that take place on a regular basis. Teams compete against other schools regularly in interschool fixtures.
- We hold intraschool tournaments every year to celebrate and to offer wider opportunities for participation in sports for children at St Marys.

## The Role of the Subject Leader

School expectations for subject leaders to promote professional leadership and management of subjects are fully outlined in the '[Job Description for Curriculum Subject Leader](#)' and relevant [Job Specification](#). The Subject Leader's role is to secure high-quality teaching, effective use of resources and the highest standards of teaching and learning and achievement for all pupils.

Objectives for subject leadership include:

- To ensure pupil entitlement to the National Curriculum
- To continuously raise standards of pupils' achievement at all levels
- To foster enjoyment and satisfaction in the study of the subject
- To enhance the teaching of the subject and principal responsibility areas include:
  - A. Strategic direction.
  - B. Teaching, learning and the curriculum.
  - C. Leading and managing staff.

## Appendix:

### 1: Overview of the curriculum- Curriculum Map

Year Group	Delivered by	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Sports Coach	Games Unit 1	Games Unit 2	Games Unit 3	Games Unit 4	Athletics Unit 1	Athletics Unit 2
	Class Teacher	Real Gym Unit 1	Real Gym Unit 2	Val Sabin Dance Unit 1	Val Sabin Dance Unit 2	Val Sabin Gym Unit N/R	Val Sabin Gym Unit A
Year 1	Sports Coach	Games Unit 1	Games Unit 2	Games Unit 3	Games Unit 4	Athletics Unit 1	Athletics Unit 2
	Class Teacher	Real Gym Unit 1	Real Gym Unit 2	Val Sabin Dance Unit 1	Val Sabin Dance Unit 2	Val Sabin Gym Unit D	Val Sabin Gym Unit E
Year 2	Sports Coach	Games Unit 1	Games Unit 2	Games Unit 3	Games Unit 4	Athletics Unit 1	Athletics Unit 2
	Class Teacher	Real Gym Unit 1	Real Gym Unit 2	Val Sabin Dance Unit 1	Val Sabin Dance Unit 2	Val Sabin Gym Unit H	Val Sabin Gym Unit I
Year 3	Sports Coach	Games Unit 1	Games Unit 2	Games Unit 3	Games Unit 4	Athletics Unit 1	Athletics Unit 2
	Class Teacher	Real Gym Unit 1	Real Gym Unit 2	Val Sabin Dance Unit 1	Val Sabin Dance Unit 2	Val Sabin Gym Unit L	Val Sabin Gym Unit M
Year 4	Sports Coach	Games Unit 1	Games Unit 2	Games Unit 3	Games Unit 4	Athletics Unit 1	Athletics Unit 2
	Class Teacher	Real Gym Unit 1	Real Gym Unit 2	Val Sabin Dance Unit 1	Val Sabin Dance Unit 2	Val Sabin Gym Unit P	Val Sabin Gym Unit Q
Year 5	Sports Coach	Games Unit 1	Games Unit 2	Games Unit 3	Games Unit 4	Athletics Unit 1	Athletics Unit 2
	Class Teacher	Real Gym Unit 1	Real Gym Unit 2	Val Sabin Dance Unit 1	Val Sabin Dance Unit 2	Val Sabin Gym Unit T	Val Sabin Gym Unit U
Year 6	Sports Coach	Games Unit 1	Games Unit 2	Games Unit 3	Games Unit 4	Athletics Unit 1	Athletics Unit 2
	Class Teacher	Real Gym Unit 1	Real Gym Unit 2	Val Sabin Dance Unit 1	Val Sabin Dance Unit 2	Val Sabin Gym Unit X	Val Sabin Gym Unit Y

2: [Primary PE Schemes of Work, PE Lesson Plans, CPD & more | real PE](#)

3: [valsabinpublications.com](http://valsabinpublications.com)

#### Policies Links

- Behaviour Policy (May 2023) [SMPS Behaviour Policy May 2023.docx \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- Curriculum Policy 2022-2023 [curriculum-policy-2022-2023.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- Learning and Teaching Policy 2022-2023 [learning-and-teaching-policy-2022-2023.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- Uniform Policy [uniform-policy-2022-3.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- SEND Policy [send-policy-2022-2023.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- First Aid Policy 2023 [St Mary's Policy \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- Safeguarding and Child Protection Policy September 2023 [safeguarding-and-child-protection-policy-september-2023.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- Equality and Diversity Policy March 2022 [equality-and-diversity-policy-march-2022.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- Swimming Policy and Procedure 2022 [swimming-policy-2022.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)

by: Neil Bignell (Subject Leader)

Date: 02/10/2024