

# Reedley Primary School

## Curricular Policy for Physical Education



Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

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## *Contents*

1. Introduction .....
2. Our School Vision for PE .....
3. Planning the Physical Education curriculum .....
4. Classroom Organisation, Time Allocation and Teaching Styles.....
5. Dress Code and Changing .....
6. Resources .....
7. Equal Opportunities.....
8. Developing Spiritual, Moral, Social and Cultural Education.....
9. Swimming and Water Safety.....
10. Sport Premium Funding .....
11. Assessment and Record Keeping .....
12. Monitoring arrangements .....

## *Introduction*

This policy outlines the teaching, organisation, and management of the Physical Education Curriculum at Reedley Primary School. Our policy aims to meet the requirements of the National Curriculum at EYFS, Key Stages 1 and 2. The implementation of this policy is the responsibility of all the teaching staff.

## *Our Schools Vision for PE*

The Physical Education programme seeks to provide a full, varied and interesting Physical Education curriculum, which challenges, engages and inspires children. The curriculum aims to increase children's self-confidence in a supportive environment.

Physical Education is concerned with the development of physical skills and promoting positive attitudes towards healthy and active lifestyles. It also aims to develop children's knowledge and understanding in games, gymnastics, dance, athletics, outdoor activities and swimming. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

Our aims in teaching P.E are to:

- Develop children's natural abilities and achieve appropriately high standards expected from the National Curriculum.
- Stimulate and maintain children's enjoyment of physical activities and encourage a positive attitude towards physical activity and health related matters at school and throughout life.
- Encourage personal, social and moral development e.g. self-esteem, fair play, team spirit.
- Understand the need for safe practice in physical activities and implement this during activities.
- Offer all children a broad, balanced curriculum with a wide variety of opportunities for them to develop their knowledge, skills, understanding, attitudes and values required to nurture their long life interest in participation of physical activity.
- Enable pupils to work independently and as part of a group or team in varied activities so PE contributes to the development of core skills, such as communication by speech.
- Develop knowledge, understanding and skills within a variety of sports.
- Employ teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their PE work.

## Competitive Opportunity

Our aim is to nurture confident, resilient children who strive to achieve their potential through varied competitive experiences. We will promote a positive attitude towards winning and an accepting approach towards losing within a wide range of sports. This way everyone can celebrate varying sports, skills and success in themselves and others in school. We will provide, 'opportunities for children to compete in a wide range of sports and other activities in order to build character and help to embed values such as fairness and respect.'

We will ensure that; ‘pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.’ As pupils move into KS2, they will ‘continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to actions and sequences of movement.’

At Reedley Primary School, we will support the children in, ‘developing an understanding of how to improve physical activities and sports and learn how to evaluate and recognise their own success.’ (National Curriculum 2014)

### **Sports Day / Inter-school Sports**

All children compete in a variety of team events and traditional races in our annual Sports Day. The Sports Day has a non-competitive and supporting theme where the children participate in a range of activities led by our Year 5 and Year 6 Sports Ambassadors.

### **Healthy & Active Lifestyles**

At Reedley, we aim to educate all our children to develop a greater understanding of the benefits of healthy living. Children need to practise skills on a daily basis to show commitment to keeping their bodies healthy. This will promote long-term healthy, active lifestyle choices. We will build knowledge, improve skills and deepen social wellbeing within a fruitful partnership between home, school and the community.

## ***Planning the Physical Education Curriculum***

Continuity and progression are achieved at Reedley Primary School by following the Lancashire scheme of work. The units offer the learning of a variety of sports where the children continue to enhance their skills and adapt them to the requirements of the focus sport. We ensure that each year group undertakes the various areas of activity required for the key stage and year group.

Planning is used to:

- Set clear achievable goals.
- Identify the learning objectives.
- Match learning to pupils’ abilities, experience and interest.
- Ensure progress, continuity and subject coverage throughout the school.
- Evaluate lessons for the next session.
- Provide criteria for evaluation of teaching and learning.

## ***Classroom Organisation, Time Allocation and Teaching Styles***

Reedley offers a varied curriculum to allow children the opportunity to apply their skills to different sports whilst developing their understanding of how different sports are played. Stimulated and enjoyable learning are achieved through a programme based on progressive learning objectives. The P.E programme will incorporate the use of individual and team activities, co-operative and competitive activities and will cater for each pupil’s ability.

Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of others. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting tasks of increasing difficulty.
- Grouping children by ability, and setting different tasks for each group if appropriate.
- Setting common tasks that are open-ended and can have a variety of results.
- Providing a range of challenge through the provision of different resources.
- Using the STEP model to differentiate tasks (Space, Time, Equipment, People).

Each class is allocated an hour and ten minute slot per week for P.E.

### *Dress Code*

#### PE Changing

When changing for PE, KS1 pupils will change together in their classrooms where as KS2 pupils will change in separate areas. When both classes of the same year group have lessons one after the other, one classroom to be used for each gender. Staff must be present during changing times, in both areas, to ensure children are safe at all times.

#### School PE Kit

In the interest of health and safety appropriate kit should be worn for P.E. activities. Acceptable kit is that which presents no risk of injury to the wearer or other children and details of our policy are outlined below.

#### Indoor clothing

- Plain red T-shirt,
- Dark shorts
- Black Pumps
- Children must have bare feet for gymnastics unless they have medical reasons not to.

#### Outdoor clothing

- Plain red t-shirt
- Dark leggings/ shorts/ tracksuit bottoms
- Trainers
- A plain jumper or school jumper may be worn at the discretion of the teacher.
- Trainers should be worn outside. Indoor pumps are not suitable as the grip is insubstantial

Staff will encourage and support all children to meet the requirements of having PE kit in school. The staff monitor pupils not actively taking part in the lessons or not bringing their kit. For children without kit, pupils will be encouraged to participate if suitable footwear is worn. In repeated instances, parents will be informed. The exception to this is for swimming. Pupils will be left in school with another class.

All teachers must ensure that children tie long hair back and personal effects including jewellery have been removed. In the event of piercings, tape or plasters should be wore over them and any bangles or bracelets covered with a sports sweatband.

Parental notes are required if a child is excluded for any short or long-term health reason from their PE.

#### Staff Dress

It is expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear. If possible, jewellery should be removed to set a good example.

### *Resources*

#### Time

Time is a resource we value and to maximise its use in P.E:

- Pupils are encouraged to change quickly with a minimum of fuss.
- Lessons are conducted in a disciplined manner.

#### Indoor facilities

There is one multi-purpose hall for the whole school. All P.E resources are stored in a P.E store room leading off the hall. Large resources e.g. netball posts are located in the shelter outside the main hall door.

#### Outdoor facilities

Reedley Primary has a large playing field and a playground that can be used for PE lessons. We have zoned areas in the playground to promote different types of physical activity and relevant equipment is provided to engage pupils. School staff also offer different activities at lunchtimes, such as football. The MUGA is also used as a multi-use games area for different PE activities.

### *Equal Opportunities including Special Needs*

At Reedley we are committed to inclusion. The curriculum must acknowledge our multi-ethnic society which is free from gender bias and which uses different cultural and ethnic backgrounds to enhance learning experiences wherever possible. We make every effort to ensure our topics are equally interesting for both genders and that all children are given an equal opportunity to participate in activities. We adapt activities and expectations in line with individual pupils needs.

When planning, teachers need to be aware of the information contained in individual educational plans and statements and adapt their lesson to meet these individual needs. P.E is a subject that enables pupils with special educational needs to develop their confidence and express their feelings, as success does not depend on academic ability.

## ***Developing Spiritual, Moral, Social and Cultural Education within Physical Education***

The teaching of PE offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Groupings allow children to work together, and provides opportunities to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Developing a positive attitude is not simply about celebrating sporting success and learning to lose well; but also encouraging children to do their very best regardless of their ability; praising progress and achievement in a way that does not cause fear or upset for lack of performance or failure; and treating team mates, opponents and referees with respect. Essentially, using every opportunity to maintain and raise self-esteem all round.

### ***Swimming and Water Safety***

Swimming is an important life skill and we aspire for all children to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water-based situations

At Reedley Primary School the children have historically had access to swimming in Year 4.

The children in KS2 are given opportunities to participate in swimming from Year 3 to Year 6 for four weeks in a pop-up swimming pool. The children were all at varying levels but the pool provided a crash course of basic skills and an opportunity for children to swim safely and confidently in smaller pools. Some children had never been to a swimming pool prior to this opportunity at school. Children with additional needs have 1:1 support in the pool.

Swimming is assessed by the swimming instructors at the Leisure Centre or pop up pool. The PE Lead will be responsible for publishing Swimming data on the School Website, as per National Guidance.

### ***Sports Premium Funding***

In March 2013 the government announced that they would introduce a dedicated primary PE and Sport Premium that would go directly to primary school head teachers so that they could decide how best to use it to provide sporting activities for pupils. The government has committed to funding the primary school Sports Premium up until 2020 – an investment worth £750 million.

Since September 2013, Ofsted inspections have reported on PE and sport provision and on how schools spend their additional funding. Schools are accountable and are required to publish details of how they spend (or will spend) their PE and sport grant on their websites.

Details of how the Sport Premium Funding is spent at Reedley Primary School can be found on the school website.

### ***Assessment and Record Keeping***

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers record the progress made by children against the learning objectives and Insight is used to track the progress and attainment of children from Year 1 -6.

Assessment is a continuous process; Insight is used to track pupil progress. Formal data is collected at the end of the Autumn Term, Spring Term and Summer Term to determine whether children are below, just below, expected or above within their year group. If children are not working from the expected objectives for their age, they may be assessed as on key objectives in learning from a lower year group. The teacher passes this information on to the next teacher at the end of each year as well as transition meeting in the summer term.

Photographic and video evidence of children's work may be kept as part of a portfolio of children's work. This demonstrates what the expected level of achievement is in each area of PE activity in each year of the school. Teachers regularly review individual evidence of children's work on Insight and progress is reported to parents and governors.