



# Physical Education (PE) Policy

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## 1. Purpose of the policy

This policy reflects the aims and values of Brierley C of E 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/>

## 2. Subject vision

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.

## 3. 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.
- Be able to confidently complete the basic skills to participate in a range of physical activities including ball games, target games, invasion games, striking and fielding games, gymnastics and dance.
- Have the opportunity to 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.

## 4. 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.
- Develop an understanding of the basic skills and tactics required to participate and compete in a range of sports.

## 5. 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.

### 5.1 Early Years Foundation Stage (EYFS)

In EYFS, pupils will:

- Be introduced to PE lessons.
- Develop basic skills such as: How to move safely and stopping with control, use equipment safely and responsibly, follow a path using different travel methods, work with others by playing in a group and follow, copy and lead a partner.
- Focus on the fundamental movement skills: Balance whilst stationary and on the move, running and stopping, changing direction, develop jumping and landing and hopping and landing with control.
- Begin to develop dance movements and routines through exploring how their bodies move, remembering and repeating actions, create movements and perform simple dance patterns.
- Develop basic gymnastic skills through exploring: creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.
- Develop their fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.
- Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.

## 5.2 Key Stage1 (KS1)

In KS1, pupils will:

- Continue to develop their fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.
- Continue to develop their dance skills. Pupils explore space and how their body can move to express an idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.
- Explore and develop basic gymnastic actions on the floor and using low apparatus. Develop basic skills of jumping, rolling, balancing and travelling and use these individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.
- Explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. Look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will be able to explore their own ideas in response to tasks.
- Develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will build on their knowledge of sending and receiving by applying their skills in different situations.
- Pupils will develop their understanding of invasion games by beginning to understand the skill of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.
- Pupils develop their understanding of the principles of defending and attacking for target games. They develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics.
- Pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided.
- Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.

### 5.3 Lower Key Stage 2 (LKS2)

In KS2, pupils will:

- Apply the ball skills, invasion, target and striking and fielding skills taught in EYFS & KS1 and apply these to different sports, games and activities.
- Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.
- Develop their gymnastics skills by developing balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Pupils are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.
- Develop invasion skills through tag rugby, hockey, basketball and netball. Pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. They will do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.
- Develop target game skills by learning to play dodgeball. Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to outwit their opponents. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit.
- Develop striking and fielding skills through rounders and cricket. In rounders, pupils explore their understanding of the principles of striking and fielding. Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing throwing, catching and batting skills. In cricket, pupils expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. They will practise and develop the skill of striking a ball and trying to avoid fielders, so that they can run between wickets to score runs.
- In athletics, pupils develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.

### 5.4 Upper Key Stage 2 (UKS2)

- Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water.
- Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.
- Develop gymnastics skills such as balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

- Continue to develop the skills required to participate in invasion games by focusing on rugby, basketball and netball. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score, work as a defensive unit to gain possession and prevent attackers from scoring. In basketball and netball pupils do this by maintaining possession and moving the ball towards goal to score, with increased accuracy to shoot under pressure. They develop a variety of attacking skills to lose a defender and move into space to support a teammate.
- Continue to develop target game skills in dodgeball by throwing under pressure, catch with increased confidence develop and select appropriate defensive techniques and develop officiating skills to referee a game.
- Continue to develop striking and fielding skills through rounders and cricket. In rounders, Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In cricket, they expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. Develop fielding techniques and select the appropriate action for the situation, strike a bowled ball with increasing consistency.
- In athletics, pupils will develop their sprinting techniques, develop power, control and technique when jumping and throwing for distance.

## 5.5 Programmes of study

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

	Autumn term	Spring term	Summer term
EYFS	<p><b>LITERACY</b></p> <p>Create actions for words</p> <p><b>MATHS</b></p> <p>Counting</p> <p>Use of directions</p> <p><b>COMMUNICATION AND LANGUAGE</b></p> <p>Learning of key vocabulary</p> <p>Contribute to class discussion</p> <p>Answer questions to clarify learning</p> <p><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b></p> <p>Work with a partner</p> <p>Learn to take turns</p> <p>Listen to and follow instructions</p> <p><b>EXPRESSIVE ARTS AND DESIGN</b></p> <p>Share ideas through movement</p>	<p><b>LITERACY</b></p> <p>Create actions for words</p> <p>Use and understand vocabulary from resources</p> <p><b>MATHS</b></p> <p>Counting</p> <p>Use of direction</p> <p>Creating shapes</p> <p><b>COMMUNICATION AND LANGUAGE</b></p> <p>Learning of key vocabulary.</p> <p>Contribute to class discussion</p> <p>Answer questions to clarify learning</p> <p><b>UNDERSTANDING THE WORLD</b></p> <p>Learn about morning routine and different modes of transport.</p> <p>Make observations different groups of animals, their actions and habitats</p> <p><b>PERSONAL, SOCIAL AND EMOTIONAL</b></p>	<p><b>MATHS</b></p> <p>Counting</p> <p>Use of direction</p> <p>Recognise speed</p> <p><b>COMMUNICATION AND LANGUAGE</b></p> <p>Learning of key vocabulary.</p> <p>Contribute to class discussion</p> <p>Answer questions to clarify learning</p> <p><b>UNDERSTANDING THE WORLD</b></p> <p>Learn about different minibeasts, their actions and habitats</p> <p><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b></p> <p>Work with a partner and small group</p> <p>Listen to and follow instructions</p> <p><b>EXPRESSIVE ARTS AND DESIGN</b></p>



		<p><b>DEVELOPMENT</b></p> <p><i>Work with a partner and small group</i></p> <p><i>Listen to and follow instructions</i></p> <p><b>EXPRESSIVE ARTS AND DESIGN</b></p> <p><i>Share ideas through movement</i></p>	<p><i>Share ideas through movement</i></p>
Year 1	<p><i>Master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</i></p> <p><i>Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</i></p>	<p><i>Master basic movements as well as developing balance, agility and co-ordination.</i></p> <p><i>Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</i></p>	<p><i>Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</i></p> <p><i>Master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</i></p>
Year 2	<p><i>Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</i></p>	<p><i>Perform dances using simple movement patterns.</i></p> <p><i>Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</i></p>	<p><i>Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</i></p> <p><i>Master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</i></p>
Year 3	<p><i>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.</i></p>	<p><i>Develop flexibility, strength, technique, control and balance.</i></p> <p><i>Use running, jumping, throwing and catching in isolation and in combination.</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>	<p><i>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.</i></p> <p><i>Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>
Year 4	<p><i>Use running, jumping, throwing and catching in</i></p>	<p><i>Perform dances using a range</i></p>	<p><i>Use running, jumping, throwing and catching in</i></p>



	<p><i>isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i></p>	<p><i>of movement patterns.</i></p> <p><i>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.</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>	<p><i>isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i></p> <p><i>Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>
Year 5	<p><i>Swim competently, confidently and proficiently over a distance of at least 25 metres</i></p> <p><i>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</i></p> <p><i>Perform safe self-rescue in different water-based situations.</i></p>	<p><i>Develop flexibility, strength, technique, control and balance.</i></p> <p><i>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.</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>	<p><i>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.</i></p> <p><i>Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>
Year 6	<p><i>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.</i></p>	<p><i>Perform dances using a range of movement patterns.</i></p> <p><i>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.</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>	<p><i>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.</i></p> <p><i>Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>

## 6. Cross-curricular links

Physical Education shares links with the following subjects:

- Life Skills: Health and Well-Being.
- Science: The Human Body, Identifying changes in the body during exercise, discussing how a mirror image works.
- Design and Technology: Eating Healthy.
- Music: Finding and moving to the beat of music.
- English: Learning of key vocabulary, Listening and following instructions, Exploring ideas, Communicating with others.
- Maths: Counting, Keeping the score, estimating distances, addition and subtraction, multiplication and division, angles, measurement: time, distance, perimeter.

## 7. Assessment and recording

### 7.1 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 of 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.

Teachers will mark the progress of each student during every lesson based on whether they have successfully met the learning goal/success criteria outlined at the beginning of the lesson.

### 7.2 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.

## 8. Resources

### 8.1 Textbooks and other equipment

- › The class teachers will follow the GetSet4PE Scheme of work. <https://getset4education.co.uk/>
- › External sports coaches will provide after-school club opportunities.

### 8.2 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.

## 9. Roles and responsibilities

### 9.1 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

### 9.2 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

### 9.3 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)

## 9.4 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

## 9.5 Parents

The parent community at our school will:

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

## 10. 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.

## 11. Links to other policies

This subject policy links to the following policies and procedures:

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

## 12. Monitoring and review

This policy will be reviewed by staff and governors.