



Together in God's love, we learn, inspire and grow



## PE Policy

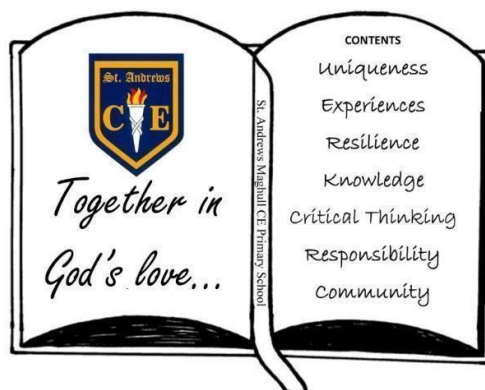
This policy has been adopted by the governing body of  
St Andrews' C of E Primary School.  
It will be reviewed annually or as required.

Date written 9/12/2022

PE Subject Leader: Megan Hayes Reviewed:

18.8.25

Signed: M.Hayes



The school's aim is that **every child** receives a wide range of learning experiences, with a breadth of different sports and physical activities, whilst fostering a real passion for leading a healthy and active lifestyle which they can take into their lives after school. Inclusion is a priority, enabling all children, including those with additional needs, to engage with each lesson and participate fully. Each unit will be carefully planned to ensure that the children are building a broad knowledge, a deep understanding, developing existing and amassing new skills whilst learning a wide range of different vocabulary linked to the physical activities that they participate in.

During the planning phase and the teaching periods, the teachers will ensure that the National Curriculum aims for PE in Key Stages 1 and 2 are at the heart of all decisions and lesson objectives.

These aims are:

- ❖ Developing competence to excel in a broad range of physical activities
- ❖ Children are physically active for sustained periods of time, every single day
- ❖ Engaging in competitive sports and activities
- ❖ Lead healthy, active lives and children understand why this is important.

The PE lead has ensured that clear progression is achieved throughout the school by purchasing a whole school scheme of work (The PE Hub) which can be easily accessed by all staff. This allows the staff to access a wide range of activities that focus on the core skills that need to be taught in different year groups, whilst highlighting clear progression through the key stages. Planning is then carefully adapted to ensure that it is exciting and engaging for the children and that children with SEND can easily access the aims of each lesson. We aim for children to experience a wide range of different sports and physical activities which immerse them with different skills, in the hope that the children will be excited to explore these, not only in school, but in their local community and influence their lifestyle making healthy choices.

Links to St. Andrews' whole school curriculum intent:

### **Whole School Curriculum intent**

The key principles that underpin our curriculum intent are:

*U - Understanding - A solid understanding of prior learning*

*N - nurturing - Learning in a nurturing way*

*I - individual - Every child recognised as a UNIQUE individual*

*Q - quality - Good quality outcomes*

*U - Unlimited - Unlimited aspirations*

*E - equality - equality embedded in all that we do*

The PE curriculum intent emphasises the aim for all pupils to develop their knowledge, skills and abilities.

### **PE Intent**

**Uniqueness** - All children in St Andrew's are exposed to a wide range of physical activities and sports which allows them to identify their own skills and whether they have any natural talents that can be woven into the different lessons. Every person is unique and has their own set of natural abilities, some children have an innate ability to access different sports and thrive during physical activities and it is our aim that the children discover for themselves an eagerness to participate in a specific sport or physical activity and identify any talents that they, as a unique individual, can bring to them.

**Experiences** - Our aim is for children to take away from our PE topics a sense of achievement and a new set of skills which they may not have known they possess. During the different areas of study, the children will be provided with the opportunity to showcase their individual skills and ability to work as a team in a range of competitive scenarios. We aim to provide the children with as many opportunities as possible during their time at St Andrew's, introducing them to new sports and physical activities that they find engaging and exciting and may wish to pursue further afield. All children also take part in whole school sports day and have opportunities to be involved in competitive sports with children from other schools.

**Resilience** - During each lesson, the children will be challenged to learn new skills, whilst developing new ones, working both independently and as a team. Children may need to demonstrate perseverance whilst improving their skills and showing compassion towards others when engaging in team sports.

**Knowledge / Critical Thinking** - Throughout the different topics of sports and physical activities during their time at St Andrew's, the children will be able to use their ever-growing bank of knowledge, skills and understanding and apply them to different scenarios. Children will also have to think critically about how they might achieve the aim of each lesson, whilst working both independently and as part of a team and then evaluate their own performance and that of their peers.

**Community** - After experiencing a wide range of sports and physical activities that are offered at St Andrew's, some children may begin to develop a real sense of love and passion for a certain area of PE and be inspired to actively seek out other opportunities in the wider community. In conjunction with this wider stance of participation, the children will also learn how crucial it is to lead a healthy and active lifestyle and transfer that understanding to their social circle and in effect, the wider community. The children will also be presented with the opportunity to showcase their skills by

competing within school games and against children from other local schools.

### **Long term planning and curriculum design:**

The PE curriculum is coherently planned and sequenced through the clearly defined National Curriculum programmes of study, that are accessible through the purchased online scheme of work The PE Hub.

## **PE Implementation**

PE at St Andrew's provides a wide range of teaching and learning forms for each unit of study, tailored for each individual sport and physical activity. The overriding aim is to nurture, enhance and introduce the children to knowledge, understanding and skills, both existing and new. This is achieved through the process of whole class teaching and individual/ group activities, which will provide the children with a range of different scenarios for them to incorporate their knowledge, understanding and skills, whilst demonstrating the key principles that are integral to our whole school curriculum.

### **Key principles:**

#### **Knowledge and skills**

Subject knowledge is developed through clear explanations and demonstrations. Children are given the opportunity to learn kinesthetically through guided activities, moving onto independent activities and team-based scenarios. Prior understanding is filtered into the beginning of each lesson, allowing the children to refine and improve pre-existing skills.

#### **Vocabulary**

In each topic, a concise set of key vocabulary is introduced. This is then displayed on the PE boards in the hall and referred to during lessons. Key Vocabulary is used at the beginning of every session to ensure the children have a full understanding of all the relevant terms for each sport and physical activity, and is insisted upon that the children use it within context. It is modelled by all adults within the lesson, and plenaries and self/peer assessment provide further opportunities to assess the understanding and whether the children can explain and define each term.

## **Facilities and Equipment**

The children will have the opportunity to handle a wide variety of equipment, enhancing their abilities as both an individual and as a member of a team, through quality teaching that provides demonstrations, explanations and visual representations, ensuring that all children can effectively access the lessons.

## **Competition**

Competition within St Andrews takes place on sports day and other active days throughout the year allowing the children to develop their resilience and team-building, as well as an opportunity to showcase their skills. Children are also provided with varied opportunities throughout the year to participate in inter-school competitions across a range of sporting and physical activities. This is through one off events, such as gymnastics competitions, or tournament events such as football and cross-country. The selection process for each competition will take into account the children's abilities, widening participation throughout the school for children with SEND and disadvantaged pupils, and prior participation within other competitions.

The pace of each lesson is swift, but maintains a controlled manner, so that the children can really grasp the new knowledge and skills and become more confident and proficient as the lesson concludes. The teacher will gather the children at regular intervals to ask them questions that require critical thinking and problem-solving activities, that allow the children to deepen their understanding of the sport and physical activities. There will be a general input from the teacher, followed by a series of short tasks that develop their children's skills progressively throughout the lesson, whilst the teacher prompts the children with concise explanations and demonstrations, resulting in the children having directed time to hone their skills.

## **PE in EYFS**

As with all other areas of learning, the teaching and learning of PE in our EYFS, takes place both indoors and outdoors through a wide range of physical activities. This is a vital stage in a child's development and PE will assist in their physical development which leads into other areas of the curriculum e.g., early writing. The staff use their knowledge and expertise to plan for a high-quality learning environment which provides children with lots of opportunities to develop fine and gross motor skills indirectly through activities that encourage the children to explore movement, control objects, body management, problem solve and work with peers. The children have a wide range of structured play resources available to them throughout the year - this is known as continuous provision. As the year progresses, staff in EYFS record the children's outcomes via 'Evidence Me', referencing Development Matters and Early Learning Goals. As well as learning through play, all children take part in 2 weekly PE lessons, following the whole school scheme of work with The PE Hub.

## What does a PE lesson at St. Andrew's look like?

All units of work include a systematic approach to enhance skills and develop the children's knowledge, understanding and vocabulary.

### **St Andrews's Lesson Structure:**

- 1) **Prior assessment:** assessment through teacher observation, based on the prior knowledge and skills the children have from previous learning
- 2) **Retrieval:** previous learning and vocabulary, potentially ask some of the children to demonstrate any of the new skills that they have learned.
- 3) **Introduce new learning:** introduce the main learning objective for the lesson.
- 4) **Warm Up:** perform an appropriate warm up, ensuring that the children take a leading role and use their understanding of the lesson learning objective to inform them on which muscle groups to focus on.
- 5) **Starter Activity:** children will work through the starter activity which will gradually introduce the new skill that is required to achieve the lesson learning objective.
- 6) **Skill Development:** this phase of the lesson allows the children to develop their new skill under the support of the teacher and will steadily allow their skill to progress.
- 7) **Task:** this will allow the children take their new skill further by being presented with a challenge that incorporates what they have been focusing on in the lesson.
- 8) **Competitive Activity:** children will be provided with the opportunity to apply their skill from the lesson learning objective in a competitive scenario, both individually and as part of a team.
- 9) **Cool Down:** teacher will lead the children through a series of cool down activities, whilst ensuring that the children fully understand why this is an important process for maintaining health and preventing injury. As the children become more confident, they should begin to take an active role in this stage of the lesson and suggest actions and activities that will efficiently cool their bodies down.
- 10) **Plenary:** this will allow the children to review the lesson and consolidate what they have learned. Through appropriate teacher-led questioning, the children can reflect on the learning, discuss next steps and celebrate good work and positive learning outcomes.

### How we ensure that pupils 'know more, remember more and can do more':

Effective use of our PE displays, which contain key vocabulary and actions. The recap of previous learning and vocabulary at the start of every lesson is important and is a crucial part of every PE lesson. We provide opportunities to showcase skills and achievements in class and as a whole school. There are opportunities for competition within school, and against children from other local schools from KS1 onwards.

### How the PE curriculum meets the needs of all pupils, particularly disadvantaged pupils and SEND pupils:

We have designed our curriculum to meet the needs of all our pupils in line with the school key priorities.

All class teachers know who their disadvantaged and SEND pupils are and can adapt their planning and teaching with support from the PE Lead. Pupils can also be targeted for TA support and there are also opportunities for children of different abilities to work together. SENCO offers advice and support which enables teachers to plan activities that meet the needs of all children.

We recognise the fact that we have children of differing physical ability in all our classes and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child or adapting it so that it is accessible for children with SEND and disadvantaged children. We achieve this in a variety of ways by:

- Setting tasks of increasing difficulty which build on the children's critical thinking.
- Grouping children by ability according to the style of task.
- Providing a range of challenges with different equipment.
- Using additional adults to support the work of individual children or small groups (where possible).
- Ensuring that planning is appropriately adapted in classes including a child with SEND so that all children can achieve the lesson objective without an individual being highlighted due to their additional needs.

We teach PE to all children as it forms part of the school curriculum policy to provide a broad and balanced education. Through our PE teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Some children may use Adult Support in lessons, either 1:1 or in small groups, in order to access tasks set with

confidence and to remove any barriers to their learning. All barriers to learning are addressed in order to allow all children to access and achieve in all areas of PE.

Some of our Pupil Premium funding is allocated for extra coaching to ensure that children are able to access a healthy lifestyle and develop social and emotional skills. Pupil Premium funding is also used to subsidise payments for sports sessions with outside agencies after school.

### **PE Impact**

**Overview of PE assessment procedures, including the expectations of teachers using both formative and summative assessment:**

**Formative assessment:** We assess children's work formatively in PE through observations and each session criteria. These assessments inform the class teacher's planning for future lessons and how best to enhance the children's skills. The children are given the opportunity to self-assess and offer peer assessment in each of the lessons.

**Summative assessment:** At the end of each term, the class teacher makes a professional and informed judgement about the children's achievements, based on the PE Hub Knowledge Organiser and the Assessment for Learning section for each of the topics taught and this information is then recorded and fed back to the PE Subject Leader. The PE Subject Leader carries out a termly overview of the progress of PE, which is then shared with SLT and the school governor designated to that specific subject.

The teacher uses these assessments to inform reports to parents and the next class teacher at the end of the year, and to carry out termly teacher assessment.

### **Monitoring arrangements**

**Photographs as Evidence:** All teachers are prompted to take photographs during their PE lessons to provide evidence of quality teaching, but also as a means to showcase the children's learning and progress which can then be shared throughout the whole school and within the wider community via social media.

**Lesson Observations/drop in:** The PE lead and a member of SLT do this termly, feeding back to class teachers and SLT with their analysis of the lesson, providing constructive feedback and opportunities for further training if necessary.

**Medium Term Planning:** Medium Term Planning is provided for the Subject Lead at the beginning of each half term. This planning is adapted and developed

throughout the half term and updated where necessary at the end of each unit of work.

**Pupil Voice:** PE lead speaks to a wide variety of children termly to measure the children's understanding of concepts being taught, their attitude and their level of enjoyment. This also allows for the children to consider how PE as a subject could be developed throughout the school, which is an important part of their learning experience - having the opportunity to take ownership of their own learning.

**Staff Voice:** PE lead will speak to all staff regularly, both individually and part of INSET meetings, to evaluate the confidence, understanding and practices that are being implemented throughout the school.

**Parent Voice:** PE lead will annually provide parents with the opportunity to feedback their opinions and share their children's perceptions of PE as a subject, which provides the school with points to consider before moving into the next academic year.

**How the subject lead keeps their own subject knowledge up to date, and how they ensure staff subject knowledge is also up to date:**

We aim to develop and enhance our subject leads personal interest and passion in PE through:

1. high quality continual professional development (CPD) e.g: Association for PE
2. networking opportunities through LDST, Sefton and Madcos,
3. engagement with the curriculum lead meetings through LDST.

We aim to ensure all staff's science knowledge is up to date through:

1. staff meetings termly
2. provision of effective resources
3. engagement with subject lead



## PE Yearly Overview



### EYFS & KS1

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Reception Lesson 1	Body Management Unit 1	Dance Unit 1	Manipulation and Coordination Unit 1	Gymnastics Unit 2	Speed, Agility and Travel Unit 1	Cooperate and Solve Problems Unit 2
Reception Lesson 2	Gymnastics Unit 1	Body Management Unit 2	Dance Unit 2	Manipulation and Coordination Dance Unit 2	Cooperate and Solve Problems Unit 1	Speed, Agility and Travel Unit 2
Y1 Lesson 1	Attack, Defend and Shoot Unit 1	Gymnastics Unit 2	Run, jump & throw Unit 1	Send and Return Unit 1	Send and Return Unit 2	Hit, Catch and Run Unit 2
Y1 Lesson 2	Gymnastics Unit 1	Dance Unit 1	Dance Unit 2	Attack, Defend and Shoot Unit 2	Hit, Catch and Run Unit 1	OAA
Y2 Lesson 1	Attack, Defend and Shoot Unit 1	Gymnastics Unit 2	Run, jump & throw Unit 1	Send and Return Unit 1	Send and Return Unit 2	Hit, Catch and Run Unit 2
Y2 Lesson 2	Gymnastics Unit 1	Dance Unit 1	Dance Unit 2	Attack, Defend and Shoot Unit 2	Hit, Catch and Run Unit 1	OAA

### KS2

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Y3	Invasion through Netball Unit 1	Gymnastics Unit 1	Swimming	Invasion through handball	Striking and Fielding Through Rounders Unit 1	Net/ Wall through Badminton / tennis Unit 1
Y4	Invasion through Football Unit 1	Swimming	Dance Unit 1	Athletics Unit 1	Striking and Fielding Through Cricket Unit 1	OAA Unit 1
Y5	Swimming	Invasion through basketball Unit 1	Gymnastics Unit 1	Invasion through Netball Unit 1	Net/ Wall Through Badminton / Tennis Unit 1	Striking and Fielding through Rounders Unit 1
Y6 - Lesson 1	Invasion Through Netball	Dance Unit 1	Invasion through Tag Rugby	Athletics Unit 1	OAA Unit 1	Swimming
Y6 - Lesson 2	Invasion Through Football	Gymnastics Unit 1	Gymnastics Unit 2	Net/Wall through Badminton Unit 1	Striking and Fielding through Cricket Unit 1	OAA Unit 2

**Additional 30 minutes fitness for KS2.**

Each week, KS2 classes must ensure 30 minutes extra on top of curriculum content is given. This can be for games, teamwork opportunities, resilience building and PE skill development time. Time would be beneficial after more strenuous foundation subjects such as science and humanities. Below are areas that each year group can follow to ensure this time is protected. If you need activity ideas, please organise time with PE subject leader to discuss.

Skill Area	Year 3	Year 4	Year 5	Year 6
Autumn 1 - Collaboration	Works in pairs or small groups with guidance. Shares ideas when prompted.	Participates in group tasks, beginning to take on roles.	Takes initiative in group roles and supports others.	Leads group tasks, resolves conflicts, and ensures all voices are heard.
Autumn 2 - Communication	Expresses ideas clearly in simple sentences. Listens with support.	Begins to adapt communication for audience. Listens and responds.	Communicates clearly with purpose. Uses appropriate tone and vocabulary.	Communicates confidently in discussions, debates, and presentations.
Spring 1 - Cooperation	Takes turns and shares resources with reminders.	Follows group rules and contributes fairly.	Encourages others and negotiates roles.	Demonstrates empathy and compromise to achieve group goals.
Spring 2 - Non-verbal Communication	Recognises facial expressions and body language.	Uses gestures and facial expressions to support communication.	Interprets non-verbal cues in others and adjusts behaviour.	Uses and reads non-verbal signals effectively in complex social situations.
Summer 1 - Perseverance	Tries again after failure with encouragement.	Begins to set simple goals and work towards them.	Manages frustration and keeps going with minimal support.	Demonstrates resilience and self-motivation in challenging tasks.
Summer 2 - Problem Solving	Solves simple problems with support.	Suggests solutions and tries different approaches.	Plans steps to solve problems and evaluates outcomes.	Applies logical reasoning and creativity to complex problems independently.