



Physical Education Policy

Approved by: Full Governing Body

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Signed:

Chair: Mr. C Harris

Aims and objectives

At Reddal Hill Primary School our Physical Education (PE) curriculum aims to ensure that all pupils develop the fundamental skills and competence to excel in a wide range of physical activities by providing a broad and balanced curriculum with opportunities for all to be enjoyed.

We aim to build upon the skills developed from previous years and to encourage the progression of both gross motor movements as well as a range of skills and capabilities in sports ranging from gymnastics to tag rugby.

We aim to install a love of sport and a healthy ambition to compete in a variety of sports and activities with a strong sense of competition and sporting attitude. We also enter numerous external sporting competitions which offer an excellent platform for pupils to showcase their skills and their passion for PE.

At Reddal Hill, we provide PE with a combination of high-quality teaching from the class teacher alongside directed lessons with expert coaches, as they possess a subject specialism which can further support pupils' skill development as well as increased teacher training expertise.

The aims of PE are:

- To enable children to develop and explore physical skills with increasing control and co-ordination.
- To encourage children to work and play with others in a range of group situations.
- To develop the way children perform skills and apply rules to different activities.
- To understand how sport and physical activity can positively affect the body.
- To increase children's ability to use what they have learnt to improve the quality and control of their performance.
- To teach children to recognise and describe how their bodies feel during exercise.
- To develop the children's enjoyment of physical activity.
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- Show commitment to PE and encourage them to make it a central part of their lives, both in and out of school.
- Understand that PE is an important part of a healthy, active lifestyle.
- To develop a healthy understanding of competition within sports activities; and
- To develop cohesion and an understanding of team work and the importance of social skills.
- To develop and maintain a love for sport and encourage pupils to take part in sports activities outside of school.

- To encourage a love for Gymnastics through exciting lessons and afterschool club with a coach.

Teaching and Learning Style

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. 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 other children. Within lessons, we give the children the opportunity both to collaborate and to compete, and they have the opportunity to use a wide range of resources.

We also use the Primary Physical Education and Sport Premium to pay for outside expert coaches from external agencies which also offers our staff an excellent CPD program to develop and improve the teaching of Gymnastics across all year groups. This also allows us to provide further learning during an afterschool club which is also delivered by the coach. We also use the 'Complete PE' scheme of work to ensure that our lessons are progressive weekly and also yearly, building upon learning year on year.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities and appropriate differentiated activities for all children by matching the challenge of the task to the ability of the child. All pupils are given the chance to love and enjoy PE.

We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results.
- Setting tasks of increasing difficulty in which the children can choose their differentiation level independently.
- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenge through the provision of different resources.
- Utilising expert coaching from external agencies.
- Applying CPD using expert coaches and improvement programs to develop teachers' knowledge of gymnastics.
- Use of the 'Complete PE' learning and planning scheme of work to ensure progressive teaching and learning across the school.
- Using retrieval, allowing pupils to build upon what they have already previously learned.

- Allowing pupils to investigate and develop technique.

PE Curriculum Planning

PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. To achieve this, we have implemented the 'Complete PE' planning and learning scheme.

As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2, we teach dance, games, gymnastics, outdoor/adventurous activities and athletics; plus, swimming and water safety in Year 6. We aim to teach every child to swim 25m before they leave Reddal Hill Primary School. Children are tracked throughout Year 6 with swimming instructors from Haden Hill Leisure Centre.

The curriculum planning in PE is carried out in two phases PE overview with progression guides and short-term planning. We utilise our 'Complete PE' scheme to guide our planning. The PE overview maps out the PE activities covered in each term with a focus question for each lesson. The overview is now split into an outdoor lesson and an indoor lesson each week. The progression guide states in detail exactly how each year group progresses from the previous one. A PE folder is located in the PE Lead's classroom containing curriculum maps for the year, external agency planning for the year, assessment records, sporting competition records and risk assessments. PE Planning for each year group can be found on the school's intranet, in the 'Staff Share' section and also in the 'Whole School Planning' folder. We utilise Pre and Post assessments which allows us to gauge the knowledge and understanding of the pupils before delivering each lesson. This will then allow our teachers to ensure that each lesson is progressive and covers all gaps in knowledge.

Our short-term weekly plans, which follow 'Complete PE', gives details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. We have also produced PE skills ladders for teachers to assess the children's skills across the year. At the end of each academic year, each class will also complete baseline assessments so that assessments of the children's basic PE skills can be passed up to the next teacher.

We plan and utilise 'Complete PE' so that we can build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each area of learning, there is planned progression built into the scheme of work, so that the children are increasingly challenged. We have newly designed subject overviews and progression guides which highlight the progression in each area of PE across each year group. These can again be found on the school's intranet.

Swimming

We aim to give our Year 6 pupils a great opportunity to learn to swim and build confidence when in water. We aim to allow pupils to learn about water safety and how to perform a range of strokes across a variety of different distances. This provision is provided by our local leisure centre, using their expert swimming coaches. Each Year 6 class takes part in one and a half terms worth of lessons, providing week by week progress and practise of skills.

The Early Years Foundation Stage (EYFS)

We encourage the physical development of our children in the EYFS as an integral part of their work. As the EYFS is part of the statutory framework, we relate the physical development of the children to the objectives set out in the document Development Matters, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control in the way they move and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors.

Contribution of PE to teaching in other curriculum areas

English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance (evaluation). They also can encounter language, which they will come across in other subjects, for example, directional language discussed within gymnastics – over, under, across, etc.

Science

Through using a variety of apparatus, children become aware of the properties of different materials. They notice which surfaces are best for sliding, which balls bounce the highest etc. Children also gain knowledge of their working body during warm up and cool down activities as well as through Healthy Schools Week in September.

Music

Responding to a variety of rhythms and sounds in dance, aerobic activities and gymnastics.

Personal, social, health and economic education (PSHE)

PE contributes to the teaching of personal, social, health and economic education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. The children also learn how to dress themselves independently; this being a vital skill with the younger children. With the older children, they begin to understand about the changes that are occurring in their bodies and begin to think about hygiene after their PE lessons. PE offers an opportunity for pupils to express themselves through movement and competition. PE also offers an excellent opportunity for pupils to develop partner and teamwork skills in order to communicate effectively.

Social, Moral, Spiritual and Cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Grouping children allow them to work together and given them the chance 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 co-operate 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. This is also evidenced with our 'Sport Buddies' on the playground during Key Stage 2 lunch times. These children will have had training from our School Sports Co-ordinator (SSCO) in setting up different games and delivering them to other children at lunch times, thus providing additional physical activities.

Teaching PE to children with Special Educational Needs and/or Disability (SEND)

At Reddal Hill we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy in providing a broad and balanced education to all children. 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. PE lessons and apparatus are adapted to suit the needs of all children.

Assessment and recording

Teachers assess pupils' work in PE by making assessments as they observe them during lessons and from talking to and evaluating performances along with the children. Teachers will then use their professional judgment to challenge or support where needed across future PE lessons. As a school, we then utilise 'pupil voice' to gauge their understanding and identify any improvements in our PE lessons that our pupils would like and also to understand what our pupils enjoy about PE.

Resources

There is a wide range of resources to support the teaching of PE across the school. PE equipment is kept in a variety of places around the school with each year group having access to all equipment. We have a PE cupboard to keep PE equipment in and shelves at the back of the hall where all sports balls are kept. There is also a ball pump located in the PE Cupboard now so that all sports balls can be fully pumped when needed. These are easily accessible for PE lessons. Each class has a playground equipment bag which can be used at break time and dinner time to encourage additional physical activity. The midday supervisor assistants (MSA) have access to each bag and are encouraged to initiate games and activities with the children in their year group.

The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work (assisted by the adults in the room). By doing so, the children learn to handle equipment safely.

The school playground has markings, which enable sports such as netball, football and basketball to take place on it.

The 'School Games Crew' through our School Council and the 'Sports Buddies' help to deliver additional physical activity games and also discuss different physical activity ideas through their meetings. The PE Lead reviews the minutes from the School Council meetings and orders any new equipment for the children that they have asked for. These children then help to set up the different events at our annual Sports Day.

The PE Subject Leader is currently Joe Benningfield whose role and responsibility is to:

- Monitor the continuity and progression of PE throughout the school.
- Plan and implement the PE policy.
- Monitor the PE curriculum and standards achieved.
- Encourage the participation of all pupils in sport.
- Guide and support the staff.
- Plan and implement external agencies into curriculum time and liaise with class teachers as to the impact of this.
- Update the school website with the PE provision that has taken place.
- Update the school PE board in the hall with the PE provision that has taken place.
- Review and update the Primary Physical Education and Sport Premium report on an annual basis and upload this onto the school's website.

- Plan and organise sporting competitions for pupils to showcase their talents.
- Communicate with staff and complete audits to further develop the knowledge and expertise of teaching staff.
- Evaluate the performance of our CPD coach and track teachers' targets and achievements.
- Organise extended schools' activities regarding PE.
- Plan and carry out PE trips and competitions.
- Evaluate the use of 'Complete PE' across the school.

Health and Safety

Safe practice. Clothing

In the interest of safety, the school requires that all pupils are dressed correctly. Teachers should also wear suitable clothing and footwear. School PE kit is black pumps/trainers, black shorts/jogging bottoms and a white t-shirt. A black jumper can also be worn when participating in outdoor PE. PE kits should have no logos or branding.

Jewellery

Children must remove all jewellery for PE lessons. If jewellery cannot be removed for any reason, teachers must use their discretion as to what activities these children are safe to take part in. Staff do not accept responsibility for children's valuables.

Children who wear religious bangles or necklaces and cannot remove them, must have them covered to reduce injury. Staff take no responsibility for children who cannot remove them and will monitor the activities they take part in.

Hair

All hair beyond chin length should be tied back.

All religious headscarves should be tucked into a t-shirt. Alternatively, children can wear a smaller headscarf that can be fastened tied or fastened with press studs.

Non-participation

The school policy states that all children are expected to take part in a minimum of two hours of PE per week. Children who persistently have the incorrect kit will have letters sent home to their parents and a template of this can be found on the school's intranet. The same rule applies for swimming kits.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE Lead. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE Lead produces an annual summary report which will be displayed on the school website in which she evaluates the strengths and weaknesses in the subject and indicates area for further improvement.

Extra-curricular activities

Reddal Hill provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the areas for learning. The school sends details of the current club activities to parents at the beginning of each term. The school also competes in regular sporting competitions that follow on from an after-school club. These opportunities foster a sense of team spirit, competition and co-operation amongst our children.

Now the extracurricular activities that we offer include football, dance, cricket, tennis, multi skills, netball and hockey. The extracurricular activities are available to both key stages.

Clubs are delivered by school staff who have expertise in different areas. Clubs take place both indoors and outdoors and cover a huge range of different PE related skills.

At both break and lunch times, there is a range of sporting equipment in which the pupils across the school can use to play and develop skills that will and have been taught within structured PE lessons.

Dismissal and Changing Procedures Following an After-School Club

- Class teachers with pupils attending an after-school club must communicate directly with the club leader to organise arrangements for pupil dismissal at the end of the session.
- Year 6 staff must pass any mobile phones collected from pupils directly to the after-school club leader. Mobile phones must be stored in a lockable cupboard/ drawer until the child goes home.
- Year 6 staff must ensure the club leader is fully informed of any pupils who are permitted to walk home independently.